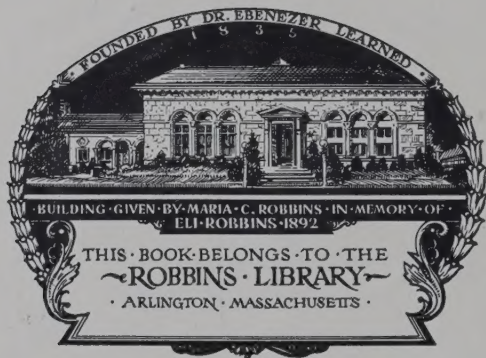




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DISCARDED

The Music Hour

in the

Kindergarten and First Grade

by

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Silver, Burdett and Company

New York

Newark

Boston

Chicago

San Francisco

The Music Hour

KINDERGARTEN AND FIRST GRADE, a book for the teacher, containing songs, activities, and directions.

FIRST BOOK, 96 pages

SECOND BOOK, 128 pages

THIRD BOOK, 144 pages (*in press*)

FOURTH BOOK (*in preparation*)

FIFTH BOOK (*in preparation*)

ELEMENTARY TEACHER'S BOOK to accompany the First and Second Books, 272 pages with accompaniments and additional rote songs.

Teacher's Book to accompany the Third, Fourth, and Fifth Books (*in preparation*)

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OCT 14 '68

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TO THE TEACHERS
WHO BRING MUSIC INTO THE LIVES
OF LITTLE CHILDREN

FOREWORD

The spirit of play and the imaginative world of little children are delightfully and vividly expressed through music. Music is a stimulating force which appeals to children; it vitalizes their daily lives; it arouses and satisfies their desire for rhythmic expression; it creates and develops moods; it intensifies moods already created; and it is one of the most potent means for promoting social relationships.

The wealth of songs, rhythms and selections for music appreciation in *THE MUSIC HOUR IN THE KINDERGARTEN AND FIRST GRADE*, together with the toy orchestra activities, supplies the inspiration for a rich experience which will serve as a foundation for future musical growth.

The appeal of rhythms in music is recognized to be of special importance in these years, and the songs, as well as the instrumental music, are in simple, swinging rhythms suitable to children of this age. The melodies are all simple, and though brief and tuneful, preserve artistic balance and proportion. The material of this book covers such a wide variety of subjects that all phases of early child life are illustrated as they occur in the year's school program.

Because of the closer relationship which is being sought between the kindergarten and the first grade (and extending to the other primary grades) it is not only desirable but essential that the teachers of each of the two lowest classes know the material and procedure of the other class. In fact, much of the material is and should be interchangeable, the *topic* being the chief determining factor in the choice of songs and of music to be heard. For the convenience of the teachers of the two beginning classes, the material for both has been incorporated in this one book.

The spirit of the kindergarten, with its freedom and its close relation to child life should be retained in the music of the first grade, and wherever possible the piano and phonograph should be used in connection with the daily topics of the class and in connection with the rhythmic activities of the children. This is the first book in which a definitely correlated program of music has been provided for the kindergarten and first grade. It is intended to meet the needs of children as they first come to school and to give them that background which will prepare them for the music program of succeeding years.

Osbourne McConathy
W. Otto Messner
Edward B. Birge
Maude E. Bray

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Courtesy Art Extension Press, Inc., Westport, Conn., and Metropolitan Museum of Art
The Calmady Children, Lawrence (1769-1830)

The Music Hour

in the
Kindergarten and First Grade

PART ONE The Kindergarten

NANCY BYRD TURNER

Autumn Leaves

ANICE TERHUNE

Gaily

The au - tumn leaves are gold and red, They

This system contains the first line of music. The treble staff has a key signature of two sharps (F# and C#) and a 3/4 time signature. The melody begins with a quarter note G4, followed by a quarter rest, then a half note chord of A4 and C#5. The bass staff provides a simple accompaniment with quarter and half notes.

dance like fair - ies o - ver - head, They dance like

This system continues the melody. It features a half note chord of A4 and C#5, followed by a quarter note G4. The bass staff continues with accompaniment notes.

fair - ies when we sing, They dance all in a

This system includes the word 'cresc.' at the end of the treble staff. The melody features a half note chord of A4 and C#5, followed by a quarter note G4. The bass staff continues with accompaniment notes.

fair - y ring, A - fair - - - y ring.

This system includes the dynamic marking 'ff' (fortissimo) above the treble staff. The melody features a half note chord of A4 and C#5, followed by a quarter note G4. The bass staff continues with accompaniment notes.

I. HOME

MABEL E. BRAY

Rock-a-Bye

OSBOURNE MCCONATHY

In swinging rhythm

Rock-a-bye, ba-by, Mother is near, Sing-ing and rock-ing Her ba-by dear.

MINNIE E. HICKS

A Baby's Way

ANICE TERHUNE

Tenderly, but not too slowly

I have a ba-by sis-ter, A dar-ling ti-ny mite, And
She's say-ing that she loves me, In that sweet ba-by way, And

when I smile, she smiles at me And holds my fin-ger tight.
ask-ing me to wait a bit 'Till she can run and play.

DORA H. STOCKMAN

Morning

W. OTTO MIESSNER

Brightly

I like to have it morn-ing For as soon as it is day, I

climb so quick-ly out of bed, And hur-ry out to play.

Trot, Trot

MARY F. BUTTS

W. OTTO MIESSNER

Quickly

Ev - 'ry ev - 'ning ba - by goes trot, trot to town; A -

cross the riv - er and through the field, Up hill and down.

Now Good-Night

MABEL E. BRAY

TAPS

Slowly

Now good - night, child - ren dear! Soft - ly sleep, sweet - ly dream, Moth - er's

here. Till the day comes a - gain She is near.

Playing with Baby

NURSERY RHYME

GEORGE L. WRIGHT

Moderato

1. Pat - a - cake, Ba - by, Pat - a - cake; Pat - a - cake, Ba - by, Pat - a - cake!

2. Nod your head, Ba - by, Nod your head, Ba - by, Nod your head.

3. Smile at us, Ba - by, Smile at us, Smile at us, Ba - by, Smile at us.

SARAH GRAMES CLARK

The Sandman

EDWARD B. BIRGE

Moderato

There's a wee lit-tle man with a bag of sand Who vis - its you and me, And be - fore he has said a sin - gle word, We're sleep - y as can be.

LOUISE AYRES GARNETT

The Spinner

PAUL AMBROSE

Allegretto

Kit - ty, un - der - neath her fur, Spins her do - zy, co - zy purr, Like a mo - tor hear it whirr; Purr, purr, purr!

MOTHER GOOSE

Bow-wow-wow!

TRADITIONAL

Moderato

Bow-wow-wow! Whose dog art thou? Lit-tle Tom-my Tink-er's dog. Bow-wow-wow!

Bunny

BLANCHE JENNINGS THOMPSON

DANIEL PROTHEROE

Allegretto

Bun-ny, bun-ny, fun-ny bun-ny, Sit-ting in the gar-den sun-ny.

cresc.

Here's some cab-bage, let-tuce too, 'Tis the ver-y best for you.

Bun-ny's an-swer is po-lite, "Such a treat is a de-light;

Won't you stop, Won't you stop, Won't you stop and have a bite?"

Dish-Washing Song

NANCY BYRD TURNER

GERMAN FOLK SONG

Briskly

Have the wa-ter hot and clean, Put the dish-es gen-tly in;

Dry them well and make them shine, Set them on the shelf in line!

GEORGE S. APPLGARTH

Wise Little Gold Fish

W. OTTO MIESSNER

Moderato

My gold-fish has a small glass house, He keeps as still as an - y mouse, And
My gold-fish has such big round eyes, He looks as if he must be wise, If
spends his time in look-ing out For he has win-dows all a - bout.
he could speak I know that he Would tell such lots of things to me.

MAY MORGAN

Pigeons

W. OTTO MIESSNER

Allegretto

Pi - geons flut - ter to the ground, Make a soft and coo - ing sound,
Walk a-bout on ros - y feet, Pick - ing up the scat - tered wheat.

BLANCHE JENNINGS THOMPSON

The Pet Bird

OSBOURNE MCCONATHY

Brightly

"Twit - ter, twit - ter! Tweet, tweet!" That's our ca - na - ry.
"Twit - ter, twit - ter! Tweet, tweet!" Hear our ca - na - ry.
Hear him sing - ing, "Twit - ter, tweet!" I be - long to Ma - ry.
"All the world's a hap - py place, And I be - long to Ma - ry."

Washing Day

AGNES CHOATE WONSON

EDWARD B. BIRGE

Allegretto

Mon - day morn I wash the clothes And hang them nice and high;

Dol - ly has to go to bed Un - til they all get dry.

Ironing Day

BESSIE HILL

EDWARD B. BIRGE

Moderato

First your i - ron smooth must be, Rub a - way, rub a - way!
Though your i - ron must be hot, Glide a - way, slide a - way!

Rust and i - ron dis - a - gree, Rub a - way, rub a - way!
It must nev - er scorch or spot, Glide a - way, slide a - way!

Real Work

ALDIS DUNBAR

G. A. GRANT-SCHAEFER

Moderato

I can sew a seam, I can stitch a hold - er,

I shall make a dol - ly's dress As soon as I am old - er.

ELLA D. WATKINS

The Broom

OSBOURNE MC CONATHY

With firm rhythm

I like to sweep with my lit - tle broom, And help my moth - er
clean the room; Some - times my broom is a po - ny strong, Then through the house we
gal - lop a - long. Get up, hors - ey! Get up, hors - ey! Whoa! Whoa! Whoa!

MOTHER GOOSE

Dame, Get Up

TRADITIONAL

Allegretto

Dame, get up and bake your pies, Bake your pies, bake your pies;
Dame, get up and bake your pies, So ear - ly in the morn - ing.

MABEL E. BRAY

Who's at the Door?

EDWARD B. BIRGE

Moderato

Our door-bell is ring-ing! Oh, who can it be? The post-man, per - haps, with a let - ter for me.

MABEL E. BRAY

At Tea

PAUL AMBROSE

Allegretto

"Good aft - er - noon, good aft - er - noon, I'm glad you came for tea."

"Thank you ver - y much in - deed, I'm glad that you asked me."

LINN MOORE MILLER

Animal Crackers

EDWARD B. BIRGE

Briskly

I have the cut - est lit - tle zoo, All bears and li - ons and ti - ger too, And of - ten when there's com - pa - ny, I have an el - e - phant for tea.

WALTER DE LA MARE

The Cupboard

W. OTTO MIESSNER

Moderato

I know a lit - tle cup - board, With a teen - y ti - ny key, And there's a jar of Lol - ly - pops For me, me, me.

Cradle Song

TRADITIONAL

TRADITIONAL

Gently

Rock-a - bye, ba - by, on the tree top, When the wind blows the cra-dle will rock;

When the bough breaks the cra-dle will fall, — Down will come ba - by, cra-dle and all.

The musical score is written for a piano and voice. It features a 3/4 time signature and a key signature of one flat (B-flat). The melody is simple and gentle, with a lullaby-like quality. The lyrics are written below the treble staff, and the piano accompaniment is written in the bass staff.

Clocks

MABEL E. BRAY

MABEL E. BRAY

Allegretto

(Tick - tock, tick - tock, tick - tock, tick) A clock in the kitch-en, A clock in the hall;

(Piano or teacher - - - - -)

Some clocks are lit - tle, And some clocks are tall. — (Tick - tick - tick - tick - tock.)

(Piano or teacher - - - - -)

The musical score is written for a piano and voice. It features a 4/4 time signature and a key signature of two flats (B-flat and E-flat). The melody is lively and rhythmic, with a focus on the 'tick-tock' sound. The lyrics are written below the treble staff, and the piano accompaniment is written in the bass staff.

Time to Get Up

NANCY BYRD TURNER

ARMY BUGLE CALL

With energy

"Good morn - ing! Good morn - ing!" I hear a rob - in call; "The

sun's up, the sun's up, Come greet him, one and all!"

The musical score is written for a piano and voice. It features a 4/4 time signature and a key signature of two sharps (F# and C#). The melody is energetic and lively, with a focus on the 'good morning' sound. The lyrics are written below the treble staff, and the piano accompaniment is written in the bass staff.

Before School

ANNA M. SHEPARD

FRENCH FOLK SONG

With energy

1. I washed my face like this,— I washed my face like this,— Ear-ly to -
 2. I brushed my teeth like this,— I brushed my teeth like this,— Ear-ly to -
 3. I combed my hair like this,— I combed my hair like this,— Ear-ly to -
 4. I drank my milk like this,— I drank my milk like this,— Ear-ly to -

day, ear-ly to - day,— Be - fore I came to school, I washed my face like this.—
 day, ear-ly to - day,— Be - fore I came to school, I brushed my teeth like this.—
 day, ear-ly to - day,— Be - fore I came to school, I combed my hair like this.—
 day, ear-ly to - day,— Be - fore I came to school, I drank my milk like this.—

Safety First

LINN MOORE MILLER

LINN MOORE MILLER

Quickly

Look out! Look out! Be - fore you cross the street; Look up! Look

down! To see what you will meet; And if there are no cars in sight, Then

skip and skip with all your might; Skip, skip, skip, Then skip with all your might.

Ready for School

MABEL E. BRAY

EDWARD A. MUELLER

Smoothly

My blouse is fresh, my shoes are shined; My hair is combed just
so; My face and hands are ver - y clean; I'm read - y now to go.

Good Morning, Happy Children

OLD ENGLISH MELODY

Brightly

Good morn - ing, hap - py chil - dren! An - oth - er day is
here, — For work and rest and play - ing With all our friend\$ so dear. —

Call to Work or Play

MABEL E. BRAY

OLD FRENCH HUNTING CALL

Briskly

1. Come chil - dren, to your plac - es, It's time to sing a song. —
2. Come chil - dren, to your plac - es, It's time to eat your lunch. —
3. Come chil - dren, to your plac - es, We're going to build a house. —
4. Come chil - dren, to your plac - es, The band is going to play. —

Note: This may be used for any activity.

Good Morning!

ELLA D. WATKINS.

ANICE TERHUNE

Gracefully and politely

Good morn-ing, all, on this new day, In which to sing and work and play; Good

morn - ing, all, good morn - ing all! Good morn - ing all, good morn - ing all!

The Right Way

ANNA M. PRATT

EDWARD B. BIRGE

Rhythmically

Work when you work, Play when you play, Cheer-i - ly, mer-ri - ly, that is the way.

Things I Like

W. OTTO MIESSNER

W. OTTO MIESSNER

Tempo di Valse

I like to dance, I like to play, I like to go to school ev-'ry day;

I like to read, I like to sing, I like most ev - 'ry - thing.

Going to School in the Rain

SCHOOL

L. LESLIE LOTH

Brightly

Rain - y days are hap - py days, For then we have to use _____ Our

rain - coats and um - brel - las And rain - y weath - er shoes! _____

NANCY BYRD TURNER

Morning Prayer

THE MODERN MUSIC SERIES

Quietly

Fa - ther, hear our morn - ing prayer, This day keep us in Thy care,

All we do and all we say, May they be our best to - day!

VERNETTA F. DECKER

Politeness

PAUL AMBROSE

Moderato

Say "How - do-you - do" to la - dies, And hold out your right

hand; _____ Sit qui - et - ly and lis - ten, Un - til they go, then stand.

Greeting to Visitors

ANNA M. SHEPARD

GEOFFREY O'HARA

Brightly

How do you do, Miss John - son,* How do you do to - day? We're

glad you've come to see us And hope that you can stay.

* Sing name of visitor.

A Good-by Song

NINA B. HARTFORD

NINA B. HARTFORD

Allegretto

Our work is done, it's time to say, "Good-by" un - til an - oth - er day.

As home we run with trip - ping feet, We'll look - be - fore we cross the street.

Children, Good-by

W. OTTO MIESSNER

W. OTTO MIESSNER

Moderato

Chil-dren, good - by, Teach - er, good - by, Take all my love with you,

Teach - er, we love you too! Chil-dren, good - by! Teach - er, good - by!

Riding

AGNES CHOATE WONSON

W. OTTO MIESSNER

With strong swing

Ride a-way East,— Ride a-way West,— Ride to the one that you love best.

Follow the Leader

MABEL E. BRAY

SCANDINAVIAN FOLK SONG

Moderato

1. Fol-low me wher-ev-er I go, And do ev-'ry-thing that I tell you to do.
2. First we walk and then we— skip, And then we will jump with a clip, clip, clip.
3. Now we'll run a mer-ry— race, And then we will stop, ev-'ry one in his place.

Playing in the Band

FRANK L. LAIRD

W. OTTO MIESSNER

In march time

Ta ra ta ta ta, Ta ra ta ta ta, See our band as it comes up the street! Our horns are loud-ly bray-ing, Gay mu-sic we are play-ing, Ta ra ta, ta ra ta, ta ra ta,— See our band march-ing up the street!

To Market

MOTHER GOOSE

FRENCH NURSERY SONG

Moderato

Musical score for 'To Market' in 3/8 time, key of B-flat major. The melody is on the treble staff and the bass line is on the bass staff. The lyrics are: To mar-ket, to mar-ket to buy a fat pig; Then home a-gain, home a-gain jig-ge-ty jig.

Playing Circus

VERNETTA F. DECKER

EDWARD B. BIRGE

Allegretto

Musical score for 'Playing Circus' in 3/4 time, key of D major. The melody is on the treble staff and the bass line is on the bass staff. The lyrics are: Fa - ther puts his pa - per down And plays at bear and cir - cus clown. I

Continuation of the musical score for 'Playing Circus'. The lyrics are: wish he'd stay at home all day! He makes good nois - es when we play.

Jack-in-the-Box

MABEL E. BRAY

RUSSIAN FOLK SONG

Quickly

Musical score for 'Jack-in-the-Box' in 2/4 time, key of B-flat major. The melody is on the treble staff and the bass line is on the bass staff. The lyrics are: Such a fun - ny thing to play with! See, it un - locks.

Continuation of the musical score for 'Jack-in-the-Box'. The lyrics are: Take a - way your fin - ger, Out jumps Jack - in - the - Box!

Little Waltz

(The Bouncing Ball)

PLAY

Moderato

R. S. AMBROSE

p
legatissimo

Note: Music for bouncing and catching the ball.

Playing Ball

BLANCHE JENNINGS THOMPSON

PAUL AMBROSE

Allegretto

O - ver and o - ver I bounce my ball, Bounce my ball, bounce my ball.
O - ver and o - ver I catch my ball, Catch my ball, catch my ball.

O - ver and o - ver I bounce my ball, All on a bright spring morn - ing.
O - ver and o - ver I catch my ball, All on a bright spring morn - ing.

Waltz from "Love's Dream after the Ball"

(See-Saw)

ALPHONS CZIBULKA

Waltz

pp

poco a poco più lento

ppp

morendo

* Note: The first sixteen measures may be repeated.

OLD NURSERY RHYME

A Game

GERMAN FOLK TUNE

Allegretto

Let the feet go tap, tap, tap! Let the hands go clap, clap, clap!

Let the head nod to and fro! Now a-round the room we go!

March
From "Aida"

GIUSEPPE VERDI

Allegro maestoso

This musical score is for the March from "Aida" by Giuseppe Verdi, measures 1 through 24. The tempo is marked *Allegro maestoso*. The key signature is three flats (B-flat, E-flat, A-flat), and the time signature is common time (C). The score is written for piano, with a grand staff consisting of a treble and bass clef. The first system (measures 1-4) begins with a mezzo-forte (*mf*) dynamic. The melody in the treble clef features a dotted half note followed by eighth and sixteenth notes, with triplets indicated by a '3' over the notes. The bass clef provides a steady accompaniment of eighth notes. The second system (measures 5-8) continues the melodic and harmonic development. The third system (measures 9-12) introduces a forte (*f*) dynamic in the treble and a piano (*p*) dynamic in the bass. The fourth system (measures 13-16) maintains the rhythmic pattern with triplets. The fifth system (measures 17-20) concludes with a *Fine* marking. The sixth system (measures 21-24) shows a key change to three sharps (F-sharp, C-sharp, G-sharp) and continues the march's theme.

ff

p

D. S. al Fine

NINA B. HARTFORD

The Parade

NINA B. HARTFORD

In marching tempo

Oh, hark! the sol - diers are march - ing, I hear the bu - gle and

drum;— Oh, see! they're turn - ing the cor - ner! We'll cheer them as they come.—

MABEL E. BRAY

Marching

MABEL E. BRAY

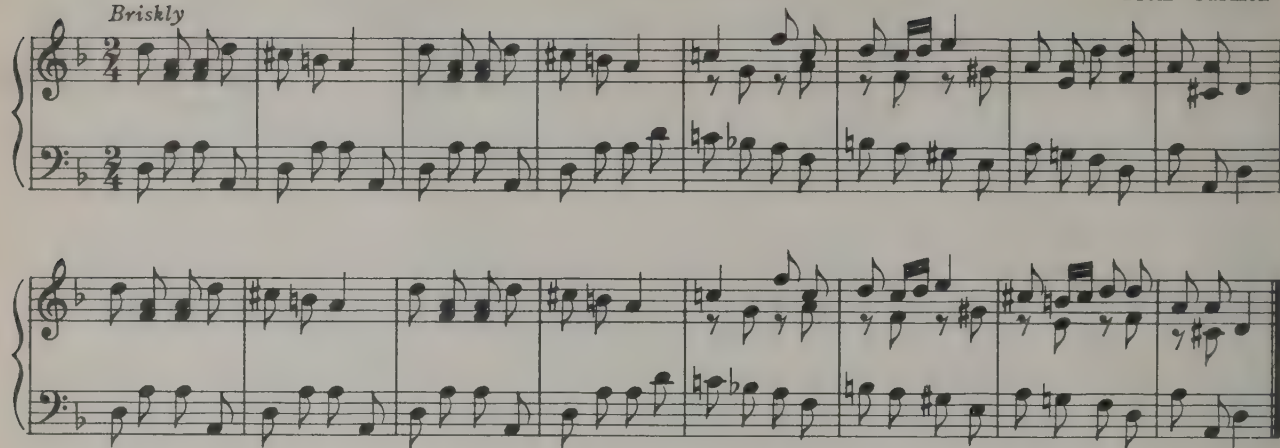
In marching tempo

March, march, march, march! Sol - diers in a row!—

Toot, toot, toot, toot! Hear the bu - gles blow!

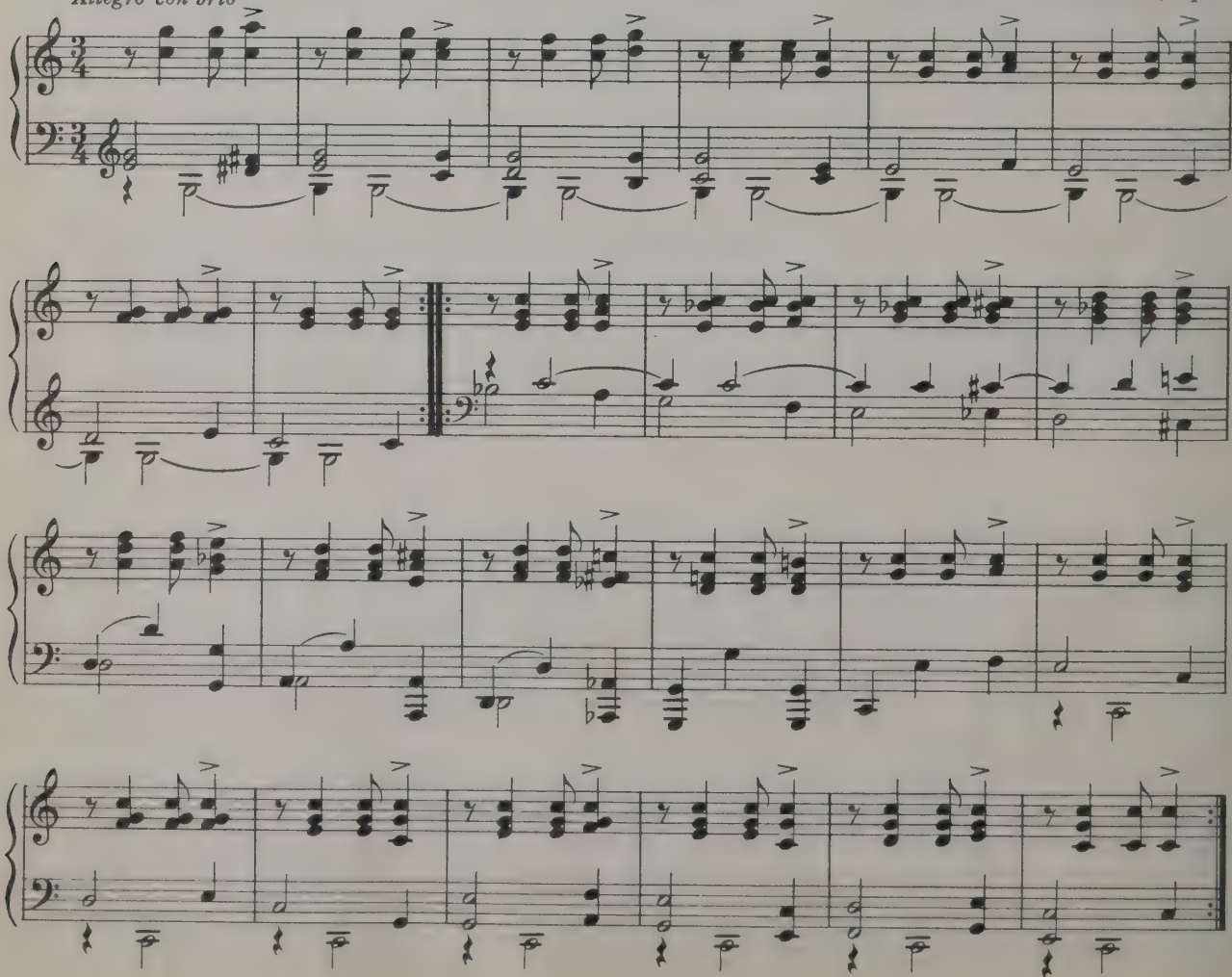
Street Boys' Parade

(For Marching)

GEORGES BIZET
From "Carmen"*Briskly*

The Knight of the Hobby-horse

(For playing Rocking Horse)

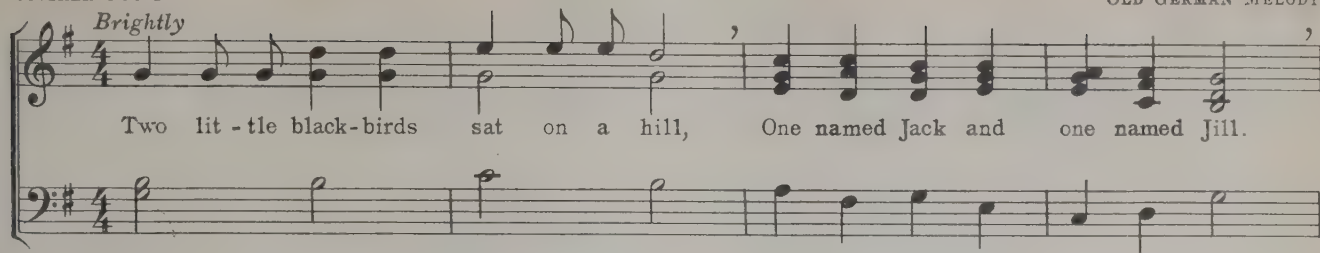
ROBERT SCHUMANN
From "Scenes from Childhood" Op.15*Allegro con brio*

Two Little Blackbirds

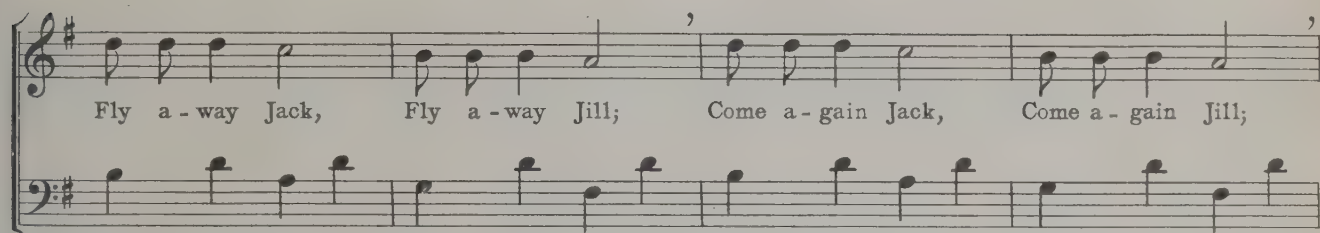
MOTHER GOOSE

OLD GERMAN MELODY

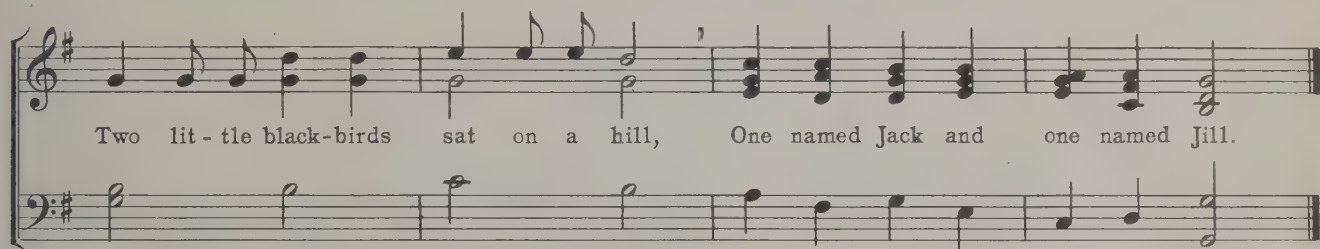
Brightly



Two lit - tle black-birds sat on a hill, One named Jack and one named Jill.



Fly a - way Jack, Fly a - way Jill; Come a - gain Jack, Come a - gain Jill;



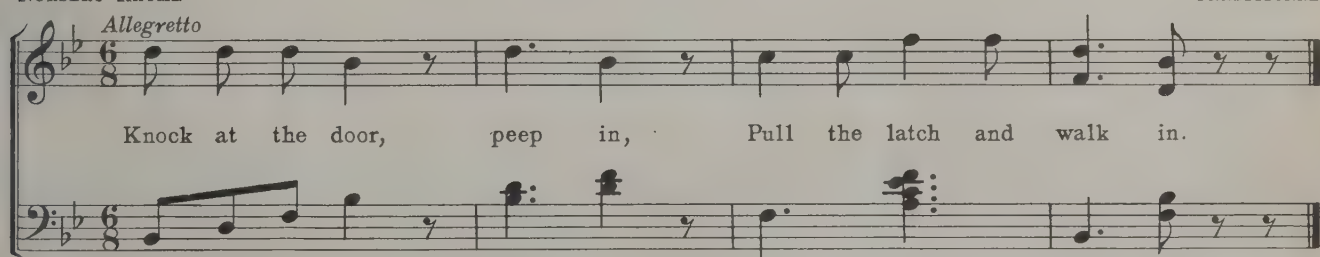
Two lit - tle black-birds sat on a hill, One named Jack and one named Jill.

Knock at the Door

NURSERY RHYME

TRADITIONAL

Allegretto



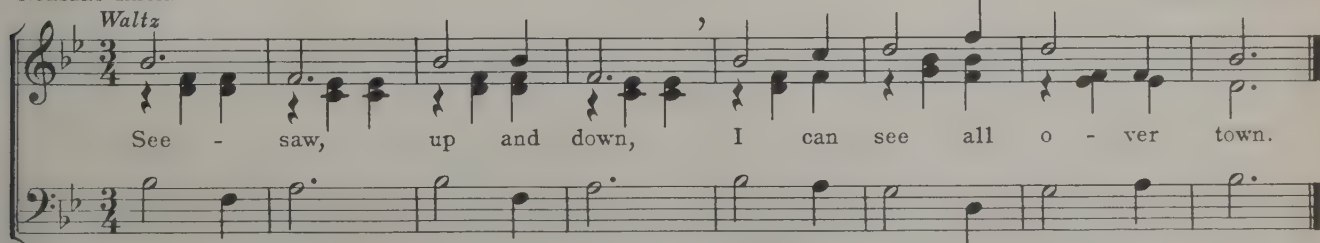
Knock at the door, peep in, Pull the latch and walk in.

See-Saw

NURSERY RHYME

MABEL E. BRAY

Waltz



See - saw, up and down, I can see all o - ver town.

FLORENCE C. FOX

The Rocking Horse

EDWARD B. BIRGE

Allegro

Ride, ride, my hob-ble de ho! Back and forth the rock - ers go! A

hun - dred miles for a po - ny ride, And nev - er a step from Moth - er's side.

AGNES CHOATE WONSON

Paper Dolls

MABEL E. BRAY

Moderato

One doll, two dolls, Lots in a row; I can cut out man-y more; See my scis-sors go!

NINA B. HARTFORD

Dolly's Lullaby

NINA B. HARTFORD

Quietly

Dol - ly dar - ling, close your eyes, Tir - ed now and wea - ry;

I will sing a lul - la - by, Go to sleep, my dear - - ie.

JULIA COLTON WILLARD

Sleeping Dolls

PAUL AMBROSE

*Andante**p*

Dol - ly in my arms you're sleep - ing, Lull - a - by, O lull - a - by!—

While you sleep a watch I'm keep - ing, Lull - a - by, O lull - a - by!—

Lull - a - - by, ——— lull - a - lull - a - - by; ———

While you sleep a watch I'm keep - ing, lull - a - lull - a - - by. ———

rall.

BLANCHE JENNINGS THOMPSON

Whirl, Top, Whirl!

G. A. GRANT-SCHAEFER

*Allegretto**mf*

Whirl, top, whirl! And spin, top, spin! That's what you were made for, Spin, top, spin!

W. OTTO MIESSNER

My Flute

W. OTTO MIESSNER

Allegretto

Too-tle, too-tle, toot; Hear me play my flute! I like to play each lit-tle tune, Be-
cause it sounds like birds in June. Too-tle, too-tle, too-tle too-tle, Too-tle too-tle, toot!

Ped. * *Ped.* *

AGNES CHOATE WONSON

My Teddy Bear

G. A. GRANT-SCHAEFER

Andante
mf

I have my toys, my train of cars, My au-to and my kit-ty
cat; But Ted-dy Bear is best of all He is so dear and round and fat!

AGNES CHOATE WONSON

My Fire Engine

DANIEL PROTHEROE

Allegretto con spirito
f

Ring the bell and blow the horn! Boys, look sharp, get out the way! My
big fire en-gine's com-ing; There are lots of fires to-day!

cresc. *cresc.*

Playing the Bugle

FRENCH HUNTING CALL

Ta, ta, ta, ta, ta, ta, Ta, ta, ta, ta, ta, ta, ta! Ta, ta, ta, ta, ta, ta, Ta, ta, ta, ta, ta, ta, ta, ta.

MABEL E. BRAY

Church Bells

SWEDISH FOLK SONG

Moderato
Teacher and best singers

Bells ring-ing in the church stee-ple high, Ding, ding, dong! Call to the peo-ple

Children (or monotones) All Monotones

pass - ing by, Ding, ding, dong! "Come to the church," Ding, ding, dong!

All Monotones Teacher and best singers

"Come to the church!" Ding, ding, dong! Hear the sweet bells ring-ing in the stee-ple high!

NANCY BYRD TURNER

The Drum

GERMAN TUNE

In marching tempo

Bum, bum, hear the drum, Bum, bum, hear the drum, Bum, bum, down the street See the

men as they come; Dr - r - r - um, bum, bum, Dr - r - r - um, bum, bum, Dr - r - r - um, bum, bum, Hear the drum!

V. IMITATING ANIMALS

Happy Journey

FRANZ BEHR

Allegro con moto

Note: Rhythmic activity, high-stepping horses; run and skip.

Arabesque
(Elephants)

G. KARGANOFF

Ponderously

AGNES CHOATE WONSON

The Elephant

G.A. GRANT-SCHAEFER

Andante

Mis - ter Wrin - kled El - e - phant, — Are you ver - y old?
Still it's ver - y han - dy To eat with, I sup - pose;

If my nose was long as yours, — I'm a - fraid I'd scold!
Here are pea - nuts fresh for you To pick up with your nose!

GEORGE S. APPLEGARTH

PAUL AMBROSE

Allegretto

When wee Duck-y Dod-dles Is out on the ground, He wad-dles and tod-dles And stum-bles a-round, But

when he goes swim-ming, O then you should see! No boat can go skim-ming So gai-ly as he.

Note: Repeat piano part for waddling duck action.

AGNES CHOATE WONSON

The Bear

FRANCIS FINDLAY

Moderato

Big bear so growl-y - prowl - y, I know I'm glad to see That

you are safe be - hind your bars, And not out here with me!

poco riten. atempo

Theme from the "First Mazurka"
(The Bear)

CAMILLE SAINT-SAËNS

Vivace

Puss

G. A. GRANT-SCHAEFER

Con moto

mf

Kit-ty-cat, pit-ty-pat, So warm and fur-ry, I'll catch you, pret-ty cat, If you don't hur-ry!

NINA B. HARTFORD

Tin Soldiers and Pussy

NINA B. HARTFORD

In marching tempo

Tramp, tramp, tramp, tramp, O - ver the kitch - en floor. My
Creep, creep, creep, creep, Pus - sy is back a - gain. She

sol - diers fright - ned the pus - sy cat Till she ran out the door.
pounc - es down on the cap - tain And scat - ters all the men.

Les Pifferari
(The Rabbit)

CHARLES GOUNOD

Quickly

The Squirrel

Author unknown

PAUL AMBROSE

Brightly

Frisk - y, brisk - y, hip - pi - ty hop, Up he goes to the tall tree top;

Whirl - y, twirl - y, round and round, Down he scam - pers to the ground.

Allegro in Bb (Sparrows Hopping)

WOLFGANG AMADEUS MOZART
(Composed at the age of six)

Brightly

mf *p* *mf*

p *mf*

p *mf*

p *mf* *p* *rit.*

SARAH GRAMES CLARK

At the Zoo

DANIEL PROTHEROE

Moderato con moto

Have you ev - er been to vis - it the zoo? A hap - py place for - me and you; And
what did you see? And what did you do? Did the li - on roar when you went to the zoo?

VIRGINIA BAKER

The Merry-Go-Round

SWEDISH SINGING GAME

Waltz

Oh, cam - els and bears And po - nies are found; All pranc - ing a - bout in the mer - ry - go - round.

BLANCHÉ JENNINGS THOMPSON

My Pony

DANIEL PROTHEROE

*Allegretto giocoso**mf*

Here comes that lit - tle black po - ny of mine, Gal - lop, a - gal - lop, a - gal - lop! - His
eyes are so bright and his coat is so fine, Gal - lop, a - gal - lop, a - gal - lop!

The Lazy Cat

33

MOTHER GOOSE

J. W. ELLIOTT

Moderato

Pus - sy, where have you been to - day? In the mead-ows a - sleep in the hay?

Pus - sy, you are a la - zy cat, If you have done no more than that.

MAY MORGAN

The Monkey

PAUL AMBROSE

Moderato *

The mon-keys hang by hands or tails, Or swing from tree to tree; Per -

haps I look as strange to them, As mon - keys look to me.

* Children sing upper notes throughout. Teacher may sing the counter-melody.

ANNA M. PRATT

The Circus

EDWARD A. MUELLER

In marching tempo

Lit - tle John and Ben-nie and Bub, Heard the drums go rub-a-dub-dub;

Spoken (rub-a-dub-dub) Off they went and saw in the tent Cir - cus hors-es dancing on a tub.

Circus Parade

(for dramatization)

EDWARD A. MUELLER

Introduction

Here they come!

The Band

The first system of the musical score, labeled 'Introduction' and 'Here they come!'. It features a grand staff with a treble and bass clef. The key signature is one sharp (F#). The music begins with a forte (sf) dynamic. The right hand plays a series of chords and eighth notes, while the left hand plays a steady eighth-note accompaniment. A repeat sign is present at the end of the system, followed by the text 'The Band'.

The second system of the musical score, continuing the introduction. It maintains the same key signature and tempo. The right hand features more complex chordal textures and melodic lines, while the left hand continues its rhythmic accompaniment.

The third system of the musical score, marked with a first ending bracket (1.). The music continues with similar textures, leading towards the end of the introduction.

The fourth system of the musical score, marked with a second ending bracket (2.). It concludes the introduction with a forte (sf) dynamic and the word 'Fine'.

The Elephants*

The musical score for 'The Elephants'. It is written in 6/8 time. The right hand plays a simple melody with eighth notes, while the left hand plays a more complex, syncopated eighth-note pattern. The key signature remains one sharp (F#).

* The marchers here should stoop forward, keeping the knees bent, heads held low and wagging from side to side with each step, (two in a bar).

poco a poco crescendo

con fuoco *D.S. with 2nd ending to Fine then to Trio*
sffz sfz sfz

Trio
*The Ponies**
r.h. r.h. r.h. r.h.

1.

2.

Whoa!

D.C. to Fine

*A trotting step, lifting the knees high, one step to each beat.

SARAH GRAMES CLARE

The Black Thief

W. OTTO MIESSNER

Moderato

There's trou - ble in the barn-yard, That I know; Just
You can't guess what's the mat - ter, That old crow Just Ate
hear the hens a - cluck - ing And roost - ers crow!
up the chick - ens' break - fast; That I know!

RALPH CLARK Jr.

The Duck and the Hen

RUSSIAN FOLK SONG

Simply

Up - on the wa - ter swam a duck, "Quack, quack, quack," said the duck. Up -
on the shore a hen said, "cluck, Cluck, cluck," the hen said, "cluck!"

OLD NURSERY RHYME

Taddy Pole and Polly Wog

MABEL E. BRAY

Moderato

Tad - dy Pole and Pol - ly Wog Lived to - geth - er in a bog;
We might see the ver - y pool, Where they went to swim - ming school.

Three Little Kittens

37

TRADITIONAL TEXT

ENGLISH NURSERY DITTY

Moderato

1. There were three lit - tle kit - tens, Put on their mit - tens, To
 2. These three lit - tle kit - tens, They lost their mit - tens, And
 3. The three lit - tle kit - tens, They found their mit - tens, And

eat some Christ - mas pie.
 all be - gan to sigh. Mew, mew, mew, mew, mew, mew, mew.—
 joy - ful - ly they did cry.

TRADITIONAL

The Little Red Hen

W. OTTO MIESSNER

Moderato

Hen *Pig* *Cat* *Dog*

1. Who will plant the seed? "Not I!" "Not I!" "Not I!"
 2. Who will cut the wheat? "Not I!" "Not I!" "Not I!"
 3. Who will thresh the wheat? "Not I!" "Not I!" "Not I!"
 4. Who will grind the wheat? "Not I!" "Not I!" "Not I!"
 5. Who will make the bread? "Not I!" "Not I!" "Not I!"
 6. Who will eat the bread? "Oh I!" "Oh I!" "Oh I!"

Hen *All* *Ending for first five verses* *Ending for the last verse*

"I will plant the seed?" And she did!
 "I will cut the wheat?" And she did!
 "I will thresh the wheat?" And she did!
 "I will grind the wheat?" And she did!
 "I will make the bread?" And she did!
 "I will eat the bread?" And she did!

VIRGINIA BAKER

Mooley Cow Red

L. LESLIE LOTH

Moderato

Moo-ley Cow red, I'm lit - tle Ned, Please give me sweet milk To eat with my bread.

The Cat and the Dog

OLD NURSERY RHYME

MABEL E. BRAY

Quickly

Poor Dog Bright, ran off with all his might, Be -
 Poor Cat Fright, ran off with all her might, Be -

cause the Cat was af - ter him. Poor Dog Bright!
 cause the Dog was af - ter her. Poor Cat Fright!

Piggy-wig and Piggy-wee

W. OTTO MIESSNER

W. OTTO MIESSNER

Moderato

Pig - gy - - wig, and Pig - gy - wee, Live out

doors as you may see, And they nev - er seem to mind a - bout the

weath - er; But you ought to hear them squeal, When I

call them for a meal, These two lit - tle pigs to - geth - er.

The Balloon Man

LOUISE AYRES GARNETT

DANIEL PROTHEROE

Brightly *ff*

"Bal-loons! bal-loons! Who'll buy bal-loons?" That's what the Rain-bow Sel-ler sings, As

trudg-ing a-long he shouts his song, The rain-bows tug-ging at their strings, "Bal-loons! bal-loons!"

f *ff*

Shoe The Old Horse

MOTHER GOOSE

SPANISH MELODY

Moderato

Shoe the old horse, Shoe the old mare; Let the lit-tle hob-bling colt go bare!

The Organ Man

RUTH STEPHENS PORTER

G. A. GRANT-SCHAEFER

Allegretto

Hear the fun-ny or-gan man Grind-ing out a tune, Call-ing all the
See the mon-key lift his hat, Mer-ry lit-tle chap, When he takes a

chil-dren,
pen-ny,

Morn-ing, night or noon.

All the chil-dren clap.

1st ending *2nd ending*

(*All clap hands)

The Young Engineer

FRENCH FOLK SONG

RAY MORGAN

Briskly

I'm going to be an en - gi - neer And run a rail - way train, Through

tun-nels, o - ver bridg - es, Up hill and down a - gain, I'll run the rail-way train.

The Flagman

MABEL E. BRAY

MABEL E. BRAY

Quickly

A flag - man at the cross - ing, An au - to com-ing fast, The

driv - er stops his mo - tor, Un - 'til the train is past.

The Fire

MABEL E. BRAY

OLD NURSERY GAME

Briskly

Fire, fire, fire! See the en - gine go - ing!
Clang, clang, clang! Tell me what is burn - ing?

Shriek, shriek, shriek! All the si - rens blow - ing!
Dang, dang, dang! En - gines are re - turn - ing.

The Trolley Car

G. A. GRANT-SCHAEFER

mf
Con moto

On shin - y tracks the trol - ley cars Run hap - pi - ly a - long, And
The peo - ple come with shin - y coins And put them in the box, Then

up in front the trol - ley man Rings loud - ly at a gong.
set - tle down on shin - y seats To ride through cit - y blocks.

NINA B. HARTFORD

The Auto

NINA B. HARTFORD

Brightly

Come, — climb in the au - to, We're off for the day, Far a -
Hear the au - to's big en - gine, It's hum - ming in - side, I am

way sure in the coun - try We will pic - nic and play.
sure it is hap - py When it takes us to ride.

MABEL E. BRAY

The Airplane

MABEL E. BRAY

Moderato

I like to watch the air - plane Go sail - ing thro' the sky; — It

hums a song and skims a - long; I wish that I could fly! —

Buy

MOTHER GOOSE
Allegretto

RUSSIAN FOLK SONG

Smil - ing girls and ros - y boys, Come and buy my pret - ty

toys! Mon-keys made of gin - ger - bread, Sug - ar hors - es paint - ed red!

The Postman's Whistle

VERNETTA F. DECKER

EDWARD B. BIRGE

The post - man blows his whis - tle And brings the mail to

you, I want to be a post-man; I have a whis - tle too!

The Postman

BLANCHE JENNINGS THOMPSON

PAUL AMBROSE

Here comes the post - man, Run to the door;

Some - times there's one let - ter And some - times more.

ANNA M. SHEPARD
Gracefully

GEOFFREY O'HARA

Trees a - bove our heads, Grass be - neath our feet,
Bench - es where the peo - ple sit To watch the pi - geons eat.

The Forge

*Allegro moderato*RICHARD WAGNER
from "Siegfried"

Up - on the ter - race where I play, A lit - tle foun - tain sings all day A ti - ny tune; - It
leaps and pranc - es in the air; I saw a lit - tle fair - y there, This aft - er - noon.

ROSE FYLEMAN

The Fountain

OSBOURNE McCONATHY

Up - on the ter - race where I play, A lit - tle foun - tain sings all day A ti - ny tune; - It
leaps and pranc - es in the air; I saw a lit - tle fair - y there, This aft - er - noon.

The Traffic Light

Brightly

The traf-fic light is red, We must not go a-head; But when the green is show-ing, Our

au-to will be go-ing. The traf-fic light is red, We must not go a-head.

MABEL E. BRAY

The Traffic Cop

DANIEL PROTHEROE

Moderato
mf

I like to see the traf-fic cop! I like to see him stand And

show the peo-ple where to go, By *cresc.* mov-ing just his hand.

NINA B. HARTFORD

The Carpenters

NINA B. HARTFORD

Brightly

1. We are saw-ing our boards to-day; Saw, saw, saw, saw!
2. Now we ham-mer and pound a-way; Pound, pound, pound, pound!
3. Up the lad-der we climb so high; Climb, climb, climb, climb!

We are saw-ing our boards to-day; Car-pen-ters all are we.
Now we ham-mer and pound a-way; Car-pen-ters all are we.
Up the lad-der we climb so high; Car-pen-ters all are we.

MARY W. RAYMOND

I am the Wind

PAUL AMBROSE

Boisterously

Musical score for "I am the Wind" by Mary W. Raymond and Paul Ambrose. The score is in 4/4 time, key of D major. It features a vocal line and a piano accompaniment. The vocal line has lyrics: "I am the wind, and I come ver-y fast; Oo— Oo— Oo!—" and "Through the wood I blow a blast, Oo— Oo— Oo!—". The piano accompaniment consists of a treble and bass staff. The treble staff has a melody with eighth and quarter notes, and the bass staff has a rhythmic accompaniment with eighth and quarter notes.

I am the wind, and I come ver-y fast; Oo— Oo— Oo!—

Through the wood I blow a blast, Oo— Oo— Oo!—

Murmuring Zephyrs
(Swaying in the Breeze)

ADOLF JENSEN

*Delicately**pp*

Musical score for "Murmuring Zephyrs (Swaying in the Breeze)" by Adolf Jensen. The score is in 6/8 time, key of D major. It features a piano accompaniment. The piano accompaniment consists of a treble and bass staff. The treble staff has a melody with eighth and quarter notes, and the bass staff has a rhythmic accompaniment with eighth and quarter notes. The score is marked *pp* (pianissimo).

MABEL E. BRAY

The Storm

GEORGE LE ROY LINDSAY

Agitato

How it blows and storms and pours! Rain is fall-ing
fast. Hur - ry in and shut the doors, 'Till the storm is past. R.H.

CHINESE MOTHER GOOSE RHYME

Old Mother Wind

HARRIET WARE

Quietly

Old Moth-er Wind,— Come this way, And make our ba - by
Cool to - day. Oo. Oo.

VERNETTA F. DECKER

Moonlight

EDWARD B. BIRGE

Moderato

When the moon is big and bright, It makes the bed - room floor look white; And
out - side where the tall trees grow, It makes the ground look white as snow.

The Sun

Brightly

When the sun gets up in the morn - ing And combs his gold - en hair, — I
get my ball and roll - er skates, For I know it will be fair. When the
sun gets up in the morn - ing And goes right back to bed, I
get my boots and rain - coat out, For I know 'twill rain — in - stead.

AGNES CHOATE WONSON

The Wishing Star

W. OTTO MIESSNER

Quietly

pp Star - - light, Star - - bright, First
star I've seen to - night! How I wish you'd come to play
Down — here with me, Some day!

CHRISTINA ROSSETTI

Boats Sail on the Rivers

FRENCH NURSERY SONG

Quietly

Boats sail on the riv - ers, And ships sail on the seas; But
clouds that sail a - cross the sky Are pret - tier far than these.

ROBERT LOUIS STEVENSON

At the Seaside

W. OTTO MIESSNER

Moderato

When I was down be - side the sea, A wood - en spade they
My holes were emp - ty like a cup, In ev - 'ry hole the
gave to me, To dig the sand - y shore, To dig the sand - y shore.
sea came up Till it could come no more, Till it could come no more.

The Lake

WILLIAM STERNDALÉ BENNETT

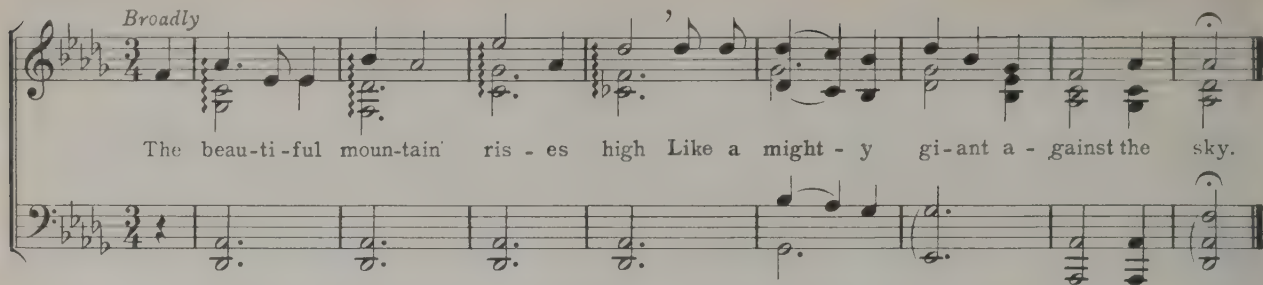
Andante tranquillo

The Mountain

ANNA M. SHEPARD

GEOFFREY O'HARA

Broadly



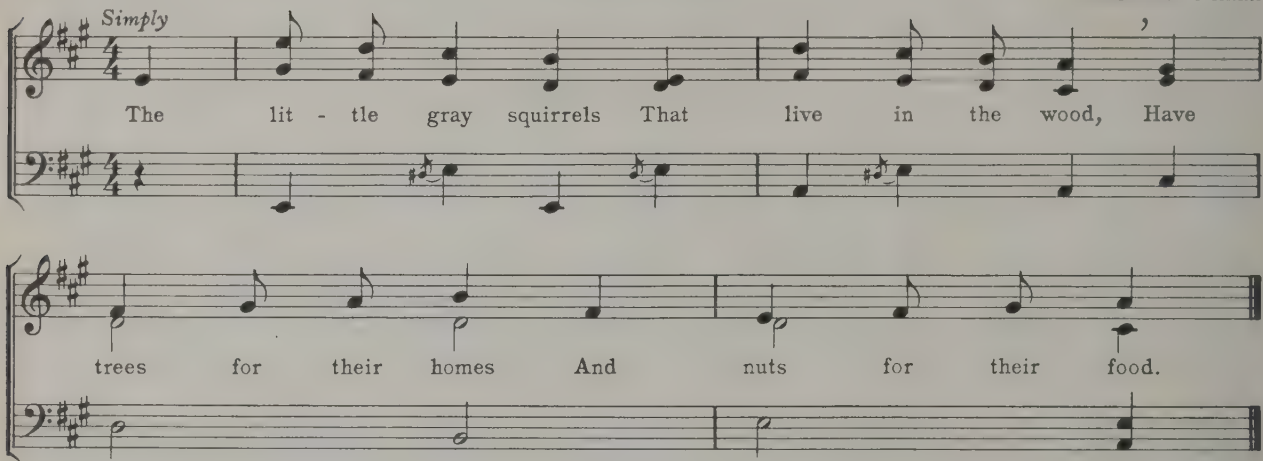
The beau-ti-ful moun-tain' ris-es high Like a might-y gi-ant a-gainst the sky.

In the Wood

ANNA M. SHEPARD

GEOFFREY O'HARA

Simply

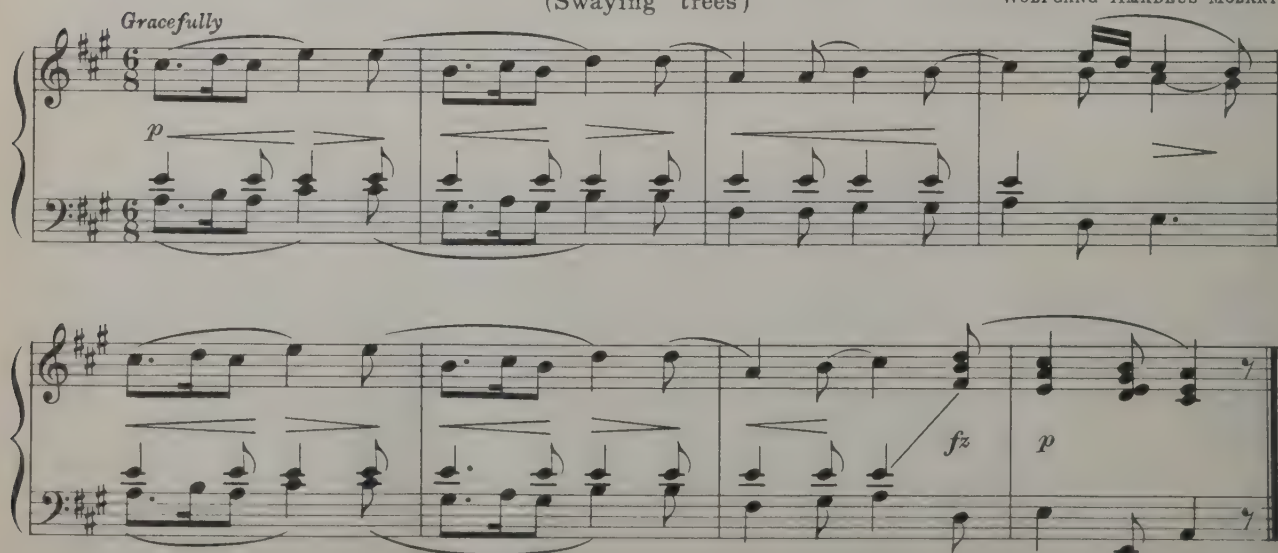


The lit-tle gray squirrels That live in the wood, Have trees for their homes And nuts for their food.

Theme from the Sonata in A
(Swaying trees)

WOLFGANG AMADEUS MOZART

Gracefully



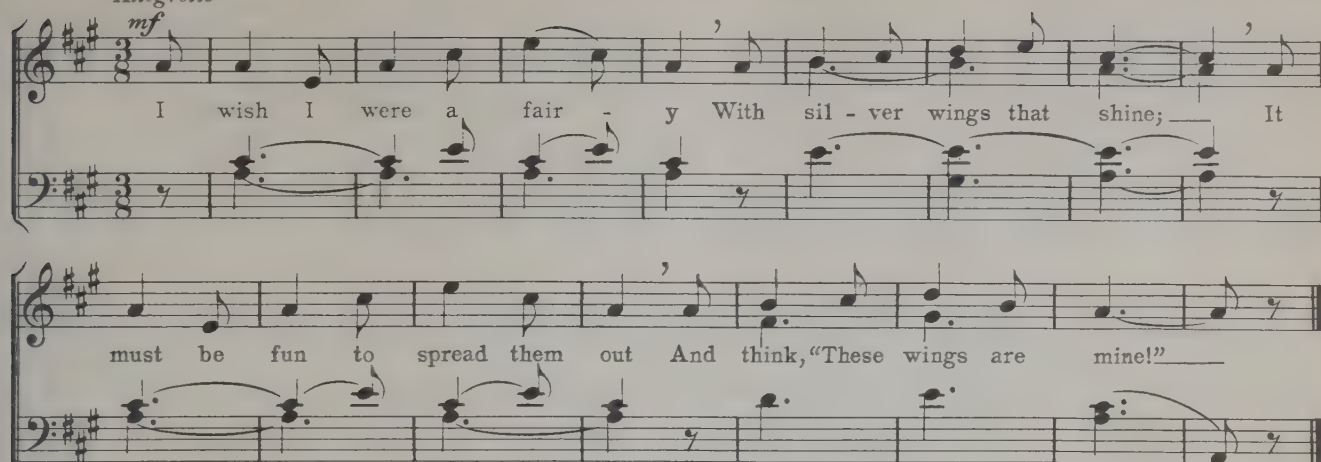
p *fz* *p*

BLANCHE JENNINGS THOMPSON*

Allegretto

I Wish

G.A. GRANT-SCHAEFER



mf

I wish I were a fair y With sil - ver wings that shine; It must be fun to spread them out And think, "These wings are mine!"

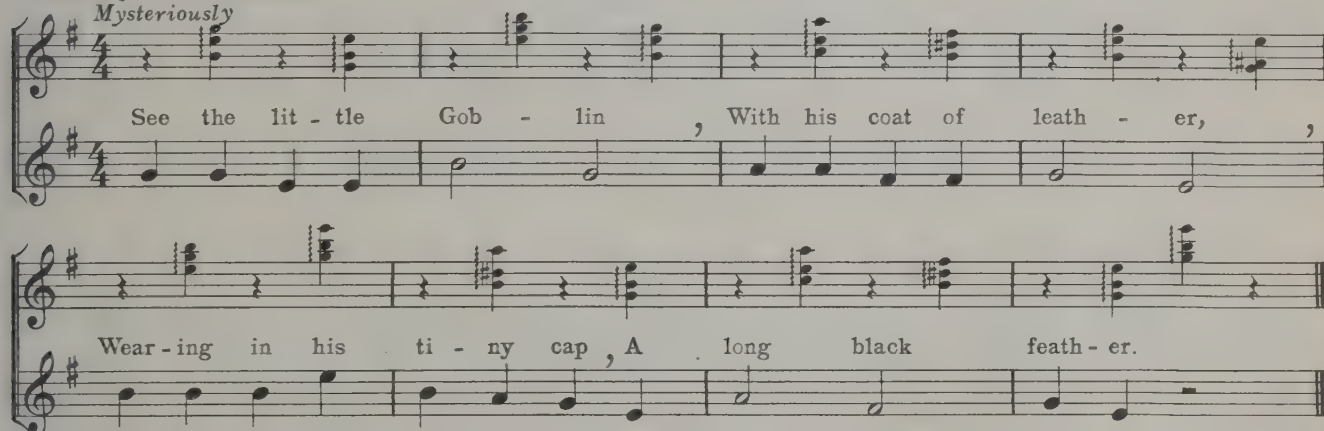
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BLANCHE JENNINGS THOMPSON*

Mysteriously

The Little Goblin

EDWARD B. BIRGE



See the lit - tle Gob - lin, With his coat of leath - er, Wear - ing in his ti - ny cap, A long black feath - er.

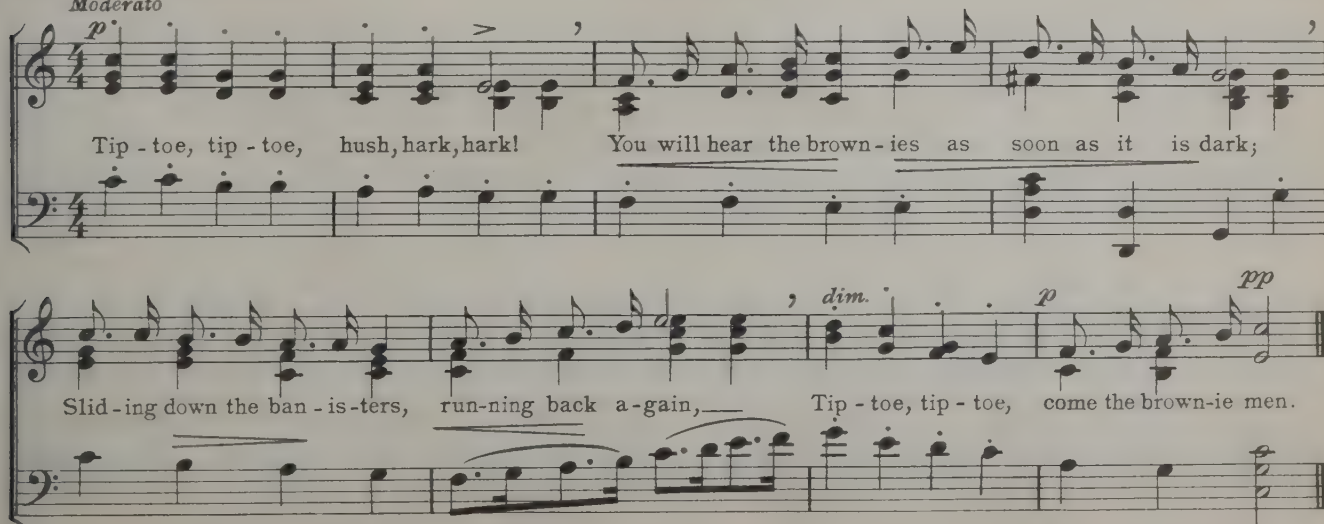
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BLANCHE JENNINGS THOMPSON

Moderato

Brownies

DANIEL PROTHEROE



p

Tip - toe, tip - toe, hush, hark, hark! You will hear the brown - ies as soon as it is dark; Slid - ing down the ban - is - ters, run - ning back a - gain, Tip - toe, tip - toe, come the brown - ie men.

dim. *p* *pp*

Moonlight Scene from "One Thousand and One Nights"
(Fairies in moonlight)

CARL REINECKE

*Andante con moto**p non legato**pp**cresc.**f**dim - in - u - en - do**p**dim.**fading away*

The Dragon

G. A. GRANT-SCHAEFER

*Andante non troppo**mf*

Did you ev - er see a drag - on? He's a ver - y fear - some beast.
On — fire and smoke and burn - ing coals He likes to sit and feast.

He — has a long and shin - ing tail; His claws are sharp and bright, I —

should - n't like to meet one in the dusk - y woods at night.

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Fairies' March

FELIX MENDELSSOHN

From "Midsummer Night's Dream"

Allegro vivace

p *f* *sf*

sf

Da Capo al

p *pp*

After Da Capo, skip from to

The Giants

FAIRY WORLD

RICHARD WAGNER
From "Rheingold"*Slow and heavy*

f

Entr'acte Music
(Quiet Fairies)FRANZ SCHUBERT
From "Rosamunde"*Andantino*

pp

Ped. * *Ped.* * *Ped.* *

cresc. *f*

Ped. *

pp *p* *fp* *p*

Stephanie Gavotte (Fairies' Dance)

ALPHONS CZIBULKA

Tempo di gavotte

p

p

Album Leaf (Brownies' March)

EDVARD GRIEG

Allegretto e dolce

p

Fine

Ped.

Ped. *

sosten.

fz

Play this part twice, then a third time as far as Fine

"Minute" Waltz
(Happy Fairies)

FAIRY WORLD

FREDERIC CHOPIN

Molto vivace

p leggiero

p cresc.

dim.

p cresc.

più p

cresc.

poco sf

dim.

p

1. 2.

Nocturne (Fairies Asleep)

57

 FELIX MENDELSSOHN
From "Midsummer Night's Dream"
Andante tranquillo

Foreboding of Grief (Sad Fairies)

ROBERT SCHUMANN

Slowly

Larghetto (Goblins)

ROBERT SCHUMANN

Mysteriously

X. CYCLE OF SEASONS

(A.) AUTUMN

ANNA M. SHEPARD

The Four Seasons

GEOFFREY O'HARA

Moderato

1. Sum - mer time is past, Au - tumn days are here;
 2. Au - tumn days are past, Win - ter time is here;
 3. Win - ter time is past, Hap - py Spring is here;
 4. Hap - py Spring is past, Sum - mer days are here;

Fruit and nuts and scar - let leaves And glad Thanks - giv - ing cheer.
 Snow and ice and hol - ly wreaths And Mer - ry Christ - mas cheer.
 Birds and buds and flow - ers bright And joy - ful Eas - ter cheer.
 Dais - ies, ros - es, but - ter - flies; Va - ca - tion time is near.

THE MODERN MUSIC SERIES

Signs of Autumn

GEORGE L. WRIGHT

Brightly

Crim - son leaves, and yel - low, Ap - ples red and mel - low,

Gold - en pump - kins on the ground, Signs of Au - tumn all a - round.

NINA B. HARTFORD

Fluttering Leaves

NINA B. HARTFORD

Waltz

Red, or - ange, gold and brown, Au - tumn leaves come flut - ter - ing down.

Waltz (Dancing Leaves)

FREDERIC CHOPIN
(Simplified)

Allegro

D. C. al Fine

NINA B. HARTFORD
Moderato

The Crow

NINA B. HARTFORD

Melody

(Fall Things Blowing)

FELIX MENDELSSOHN

Presto

Caprice

(Birds Fly Away)

CHRISTOPH W. VON GLUCK
From "Alceste"

Andante
p grazioso

November

Anonymous

EDWARD B. BIRGE

Allegretto

Trees — bare and brown, — Dry leaves ev - 'ry - where,
Red-cheek'd ap - ples roast - ed, Pop - corn al - most done,

Danc - ing up and down, — Whirl - ing through the air.
Toes and chest - nuts toast - ed, That's No - vem - ber fun.

Which Way Does the Wind Blow?

LUCY AIKIN

GERMAN FOLK SONG

Moderato

Which way does the wind blow? And where does he go? He rides o'er the wa - ter And o - ver the snow.

This musical score is for a German folk song. It is written for voice and piano in 3/4 time, with a key signature of one flat (B-flat). The tempo is marked 'Moderato'. The melody is simple and catchy, with a repeating pattern of eighth and quarter notes. The lyrics are in English and describe a wind blowing over water and snow.

Snowbirds

MABEL E. BRAY

RUSSIAN FOLK SONG

Slowly

Man - y birds have gone a - way, Fly - ing to the south to stay. I am glad you do not go E - ven when there's ice and snow.

This musical score is for a Russian folk song. It is written for voice and piano in 4/4 time, with a key signature of one sharp (F-sharp). The tempo is marked 'Slowly'. The melody is simple and catchy, with a repeating pattern of eighth and quarter notes. The lyrics are in English and describe birds flying south to stay.

January

SARA COLERIDGE

GERMAN FOLK SONG

Moderato

Jan - u - ar - y brings the snow, Makes our feet and fin - gers glow.

This musical score is for a German folk song. It is written for voice and piano in 4/4 time, with a key signature of one flat (B-flat). The tempo is marked 'Moderato'. The melody is simple and catchy, with a repeating pattern of eighth and quarter notes. The lyrics are in English and describe the month of January bringing snow and making feet and fingers glow.

The Poor Snow-Man

VERNETTA F. DECKER

EDWARD B. BIRGE

Moderato

The Snow-man has - n't an - y bed, He does - n't sleep, you know; But

out - doors must be ver - y cold When you're all made of snow!

Mazurka Russe
(Snowballing)

LOUIS GANNE

Melody marcato

p *sf* *p*

Red. * Red. * Red. * Red. *

Red. * Red. * Red. * Red. *

* If desired, the part for left hand may be omitted.

Snowflakes

GEORGE L. WRIGHT

Delicately

pp *staccato*

Making a Snow-Man

SARAH GRAMES CLARK
Allegretto

HARRIET WARE

If you would make a snow-man, Put on your warm-est dress, Your mit-tens and your wool-ey coat, Your muff-ler, too, I guess. And don't for-get your leg-gins, What-ev-er else you do, For gay Jack Frost and bold North Wind Will be out-doors with you!

NINA B. HARTFORD
Moderato

Coasting

NINA B. HARTFORD

Coast-ing, coast-ing, Down the hill we go; Oh Coast-ing, coast-ing, Tum-bling now and then, With win-ter brings the great-est fun, With ice and drift-ing snow. laugh and shout we turn a-bout And climb the hill a-gain.

Spring Song

FELIX MENDELSSOHN
From "Songs Without Words"*Allegretto grazioso*

Handwritten musical score for "Spring Song" by Felix Mendelssohn. The piece is in G major (one sharp) and 2/4 time. It consists of three systems of music. The first system begins with a piano (*p*) dynamic. The second system continues the melody. The third system concludes with a *dimin.* (diminuendo) marking. The notation includes treble and bass staves with various musical symbols such as notes, rests, and slurs.

Melody in F
(Spring Mood)

ANTON RUBINSTEIN

Moderato

Handwritten musical score for "Melody in F" by Anton Rubinstein. The piece is in F major (one flat) and 2/4 time. It consists of three systems of music. The first system begins with a piano (*p*) dynamic. The second system continues the melody. The third system concludes with a final chord. The notation includes treble and bass staves with various musical symbols such as notes, rests, and slurs.

GEORGE E. THOMPSON, JR.

Spring Song

JAMES H. ROGERS

Smoothly, in moderate waltz time

A bird sails, and a cloud sails, And the sun shines down so bright. The

tu - lips and the daf - fo - dils Are a ver - y pret - ty sight.

ANNETTE WYNNE

Beginning To Grow

ANICE TERHUNE

Softly and blithely

A fair - y wakes and starts to sing, The grass - es hear be - low; And

ev - 'ry seed says "Why, it's spring, I guess I'll have to grow!"

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BLANCHE JENNINGS THOMPSON

Fly, Kite

MABEL E. BRAY

Slowly

Fly, kite, fly! So high, so high. Sail a - bove the pas - tures;

Fly, kite, fly! Fly, kite, fly! So high, so high!

The Baby Leaves

SARAH GRAMES CLARK

PAUL AMBROSE

Gently

Wake, ba-by leaves, for Spring-time is call-ing you! Soft are the breez-es and bright the sun;

Wake, ba-by leaves, for Spring-time has come; Wake, ba-by leaves, for Spring-time has come!

Baby Buds

Anonymous

EDWARD B. BIRGE

Quietly

Rock-a-bye, ba-by, Up in a tree, Rock-a-bye, ba-by, What can we see?

April Rain

AGNES CHOATE WONSON

W. OTTO MIESSNER

Gently

A-pril, A-pril, Why do you cry All these tear-drops down from the sky?

Don't you know your lit-tle show'rs Are ti-ny drinks for thirst-y flow'rs?

NINA B. HARTFORD

Summer Days

NINA B. HARTFORD

Moderato

When days in sum - mer are hot and dry, With not a cool - ing
The birds sing gai - ly in branch - es high, The air is cool and

breeze, ——— We take our lunch to the shad - y woods And
sweet, ——— But best of all is the rip - pling brook Where

rest be - neath the trees, ——— Be - neath the whisp - 'ring trees. ———
we may splash our feet, ——— We wade and splash our feet. ———

Invitation to the Dance

CARL M. von WEBER

Allegretto

dolce cantabile

cresc.

f *dim.* *p*

Summer Night

Lento

Night is come, Owls are out, Bee - tles hum Round a -

bout. Night is come, Owls are out, Bee - tles hum Round a - bout.

Boating Song

GEORGE S. APPLEGARTH

THE MODERN MUSIC SERIES

In the tempo of rowing

Row - ing, row - ing, Gen - tly the wa - ter is flow - ing, flow - ing.
Plash - ing, plash - ing, Oars in the wa - ter are splash - ing, splash - ing.

Row - ing, row - ing, O - ver the riv - er we're go - - ing.
Plash - ing, plash - ing, Bright - ly the rip - ples are flash - ing.

Tap, Tap, Tap!

SARAH GRAMES CLARK

L. LESLIE LOTH

Happily

Tap, tap, tap! Tap, tap, tap! I know who knocks like that! The

old wood - peck - er in - vit - ing you To see his new red hat!

ELLA D. WATKINS

Thirsty Butterfly

ANICE TERHUNE

Lively

A tu - lip lifts its pret - ty cup, Then rain-drops come and fill it up. A
but - ter - fly now takes a drink, Which makes the tu - lip glad, I think.

ELLA D. WATKINS

The Cherry Tree

HARRIET WARE

Brightly

One morn-ing, not so long a - go, The cher - ry tree was white as snow. It
now has changed from white to green, With ripe, red cher - ries in be - tween.

FLORENCE C. FOX

Beds

G. A. GRANT-SCHAEFER

Quietly

Ba - by sleeps in a cra - dle, Bird - ie sleeps in a tree, — The
dor - mouse sleeps in an un - der-ground house, And there's e - ven a bed for the bee. —

BLANCHE JENNINGS THOMPSON
Allegretto

Columbus Was a Sailor

DANIEL PROTHEROE

Co - lum - bus was a sail - or bold, A dar - ing man was he; He
crossed the storm - y sea to find A - mer - i - ca for me.

The musical score is written for voice and piano. It features a treble and bass staff for the piano accompaniment and a single staff for the voice. The key signature has one flat (B-flat), and the time signature is 6/8. The tempo is marked 'Allegretto'. The melody is simple and catchy, with a clear narrative structure. The lyrics are printed below the voice staff, with some words underlined for emphasis.

BLANCHE JENNINGS THOMPSON
Lively

Hallowe'en Night

ANICE TERHUNE

Witch - es ride on Hal - low-e'en, Ho! Ho! Ho! Their cloaks are black, their
eyes are green, Oh! Oh! Oh! Ev - 'ry witch has a tall black hat,
Ho! Ho! Ho! And ev - 'ry witch has a big black cat, Oh! Oh! Oh!

The musical score is written for voice and piano. It features a treble and bass staff for the piano accompaniment and a single staff for the voice. The key signature has one flat (B-flat), and the time signature is 6/8. The tempo is marked 'Lively'. The melody is more rhythmic and playful than the first song, with a clear narrative structure. The lyrics are printed below the voice staff, with some words underlined for emphasis.

Thanksgiving

ANNA M. SHEPARD

GEOFFREY O'HARA

Broadly

Sing a song of thank-ful-ness, For things that make us glad; For friends we meet and things we eat, For moth-er, home and dad.

Christmas Chimes

OLD SONG

OLD CHRISTMAS SONG

Moderato

Ding, dong, ding, dong, Christ-mas com-ing! Hear the ring-ing chimes! Ding, dong, ding, dong, Christ-mas com-ing! Hap-pi-est of times!

MABEL E. BRAY

Christmas Day

DANIEL PROTHEROE

Moderato

Bells and drums and sol-diers tall, Dolls and en-gines, gifts for all, Hol-ly wreaths and rib-bons gay, Make a mer-ry Christ-mas Day.

A Christmas Song

VIRGINIA BAKER

OSBOURNE McCONATHY

Simply

Sing a song of Christ-mas, A cake full of plums, Four and twen-ty snow - birds To
pick up the crumbs; Stock-ings full of can - dy, Books and games and toys,
Is - n't it a mer - ry time For lit - tle girls and boys?

Kris Kringle's Travels

SUSIE M. BEST

G. A. GRANT-SCHAEFER

Vivace
mf

A jol-ly old fel-low is Mis-ter Kris Krin-gle; He's com-ing! He's com-ing! Just hear his bells jin-gle.

Dancing Doll
(Christmas Toys)

ED. POLDINI

Tempo di Valse

mf *p scherzando* *mf* *Ped.** *Ped.** *Ped.** *Ped. simile*
p *mf* *cresc.* *f*

Adeste Fideles

(Christmas Processional)

It is supposed that this hymn was written by John Reading, an English organist of the 18th century.

Solemnly

Three systems of musical notation for the hymn 'Adeste Fideles'. The first system is marked 'Solemnly' and features a treble and bass staff in G major (one sharp) and 4/4 time. The second and third systems continue the piece with similar notation. The piece concludes with a double bar line.

Nazareth

(For the Christmas Program)

CHARLES GOUNOD

Quietly

Three systems of musical notation for the hymn 'Nazareth'. The first system is marked 'Quietly' and features a treble and bass staff in B-flat major (two flats) and 6/4 time. The second system includes a repeat sign and ends with the word 'Fine'. The third system continues the piece and ends with the instruction 'D. C. al Fine'.

Silent Night

FRANZ GRUBER

Quietly

ANNA M. SHEPARD

Happy New Year

G. A. GRANT-SCHAEFER

*Brightly**mf*

Hap - py New Year! Hap - py New Year! Let us say when we meet on New Year's

Day. Hap - py New Year! Hap - py New Year! Let us say when we meet on New Year's Day.

MABEL E. BRAY

Abraham Lincoln

BUGLE CALL

Brightly

Oh, Lin - coln! Oh, Lin - coln! To - day we sing of you. — Oh,

Lin - coln! Oh, Lin - coln! So no - ble, good, and true. —

MABEL E. BRAY

George Washington's Birthday

NAVY BUGLE CALL

In marching tempo

Feb - ru - a - ry twen - ty - sec - ond! Wash - ing - ton we hon - or thee!

Long a - go you made our coun - try Strong and hap - py, great and free.

VERNETTA F. DECKER

Who'll Be My Valentine?

MABEL E. BRAY

Simply

Who will be my val - en - tine? O, I'll be yours, if you'll be mine. If

I may have a heart from you, This heart so red I'll give you, too.

The musical score is written for voice and piano. It features a treble and bass staff. The key signature has one flat (Bb) and the time signature is 6/8. The melody is simple and catchy, with a repeat sign at the end of the second line.

ANNA M. SHEPARD

Easter-Time

GEORGE L. WRIGHT

Simply

East - er - time is here a - gain, Sun - shine bright or drip - ping rain,

Flow - ers in the earth so deep Wak - en from their win - ter sleep.

The musical score is written for voice and piano. It features a treble and bass staff. The key signature has one flat (Bb) and the time signature is 2/4. The melody is simple and catchy, with a repeat sign at the end of the second line.

VERNETTA F. DECKER

Arbor Day

DANIEL PROTHEROE

Moderato

We plant a tree for Ar - bor Day, A ver - y lit - tle tree. The

rain and sun will make it grow To shel - ter you and me.

The musical score is written for voice and piano. It features a treble and bass staff. The key signature has one flat (Bb) and the time signature is 4/4. The melody is simple and catchy, with a repeat sign at the end of the second line.

May Day

BLANCHE JENNINGS THOMPSON

EDWARD A. MUELLER

Brightly

Twist a crown of May - flow'rs, Of May - flow'rs, Of May - flow'rs,

Twist a crown of May - flow'rs, To crown our queen to - - day.

For Our Soldiers

VERNETTA F. DECKER

GEORGE LEROY LINDSAY

Moderato

Flow - ers for our sol - diers, And flags red, white and blue; To -

night I'll pray, "God bless them, Our sol - diers brave and true."

Our Flag

MABEL E. BRAY

BUGLE CALL
From "General's March"*Brightly*

Hail to the flag! Wave it on high! Red, white and blue, Let it float to the sky!

Birthday Song

DANIEL PROTHEROE

Moderato
mf

Hap - py Birth - day! Hap - py Birth - day! May the skies be
blue, May the sun - shine fol - low you all the whole - year through.

AGNES CHOATE WONSON

Baby's Birthday

W. OTTO MIESSNER

Brightly

Ba - - by, see, a cake for you, It's your
birth - day, you are two! Moth - er, will you cut a
slice, If we both act grown - up and nice?

Ad. * *sempre*

Ad.

MOTHER GOOSE

Little Jack Horner

J. W. ELLIOTT

Allegretto con moto

Lit-tle Jack Hor - ner Sat in a cor - ner, Eat-ing a Christ - mas pie; _____ He
 put in his thumb, And pull'd out a plum, And said, "What a good boy am I!"

MOTHER GOOSE

Dickory, Dickory, Dock

J. W. ELLIOTT

Allegro

Dick-o - ry, dick-o - ry, dock; The mouse ran up the clock; The
 clock struck One, The mouse ran down; Dick-o - ry, dick-o - ry, dock.

Bobby Shafto

MOTHER GOOSE

W. OTTO MIESSNER

Moderato

Bob - by Shaf - to's gone to sea, Sil - ver buck - les on his knee;

He'll come back and mar - ry me; Dear Bob - by Shaf - to.

A, B, C, tumble down D

MOTHER GOOSE

J. W. ELLIOTT

Allegretto

mf A, B, C, tum-ble down D, The cat's in the cup-board and can't see me.

See-saw, Margery Daw

MOTHER GOOSE

J. W. ELLIOTT

Allegretto

mf See - saw, Mar - ge - ry Daw, Jack shall have a new mas - ter,

He shall have but a pen - ny a day, Be - cause he won't work an - y fast - er.

MOTHER GOOSE

Hey, Diddle Diddle

J. W. ELLIOTT

Allegro

Hey, did-dle, did-dle, The cat and the fid-dle, The cow jump'd o-ver the moon;— The

The musical score for 'Hey, Diddle Diddle' is written for piano in 6/8 time. It features a lively melody in the right hand and a supporting bass line in the left hand. The key signature has three flats (B-flat, E-flat, A-flat). The lyrics are: 'Hey, did-dle, did-dle, The cat and the fid-dle, The cow jump'd o-ver the moon;— The'.

lit-tle dog laughed To see such sport, And the dish ran aft-er the spoon.—

The second system of the musical score continues the melody and bass line. The lyrics are: 'lit-tle dog laughed To see such sport, And the dish ran aft-er the spoon.—'.

MOTHER GOOSE

Jack Be Nimble

WILLIAM A. WHITE

Quickly

Jack, be nim-ble, Jack, be quick, Jack, jump o-ver the can-dle stick.

The musical score for 'Jack Be Nimble' is written for piano in 6/8 time. It features a simple melody in the right hand and a supporting bass line in the left hand. The key signature has three flats (B-flat, E-flat, A-flat). The lyrics are: 'Jack, be nim-ble, Jack, be quick, Jack, jump o-ver the can-dle stick.'

MOTHER GOOSE

Little Miss Muffet

EDITH AYERS McCULLOUGH

Allegretto

Lit-tle Miss Muf-fet Sat on a tuf-fet, Eat-ing some curds and whey, — There

The musical score for 'Little Miss Muffet' is written for piano in 3/4 time. It features a simple melody in the right hand and a supporting bass line in the left hand. The key signature has three flats (B-flat, E-flat, A-flat). The lyrics are: 'Lit-tle Miss Muf-fet Sat on a tuf-fet, Eat-ing some curds and whey, — There'.

came a great spi-der and sat down be-side her, And fright-en'd Miss Muf-fet a-way. —

The second system of the musical score continues the melody and bass line. The lyrics are: 'came a great spi-der and sat down be-side her, And fright-en'd Miss Muf-fet a-way. —'.

The Fair Land of Poland
(March)

MICHAEL BALFE
From "Bohemian Girl"

Allegro marziale

f

ff *f*

ff *mf*

Pirates' March

ARTHUR SULLIVAN
From "Pirates of Penzance"

Vigorously

Vigorously

March

CARL M. von WEBER

In stately manner

f

Andante
(Lightly Stepping)FRANZ JOSEPH HAYDN
From "Surprise Symphony"*Andante*

Gipsy Rondo
(Running)

FRANZ JOSEPH HAYDN

Allegro

mf

March
(Running)

83

GEORGES BIZET
From "Carmen"*Vigorously*

Trill

Trill

Trill

Allemande
(Jumping and Hopping)

FRANÇOIS COUPERIN

Allegretto

f

p

cresc.

Variations on a French Melody (Hopping and Jumping)

WOLFGANG AMADEUS MOZART

Moderato

p *mf*

pp *poco rit.* *a tempo* *rit.*

The Flatterer (Butterfly)

CECILE CHAMINADE

Moderato molto capriccioso

mf *f* *pp*

a tempo *cresc. e string.* *f* *p a capriccio*

Red. *Red.* *Red.* *Red.* *Red.* *Red.* *Red.* *Red.* *Red.* *Red.*

Happy and Light of Heart (Skipping)

MICHAEL BALFE
From "Bohemian Girl"

Allegretto

Fine *f*

f

D.C. al Fine

Malbrough Has Gone to War (Skipping)

ANCIENT CRUSADERS' SONG

Merrily

Fine

D.C. al Fine

The Wild Rider

(Galloping)

ROBERT SCHUMANN

Lively

The musical score is written for piano and consists of six systems, each with a treble and bass staff. The key signature is one sharp (F#) and the time signature is 6/8. The tempo is marked 'Lively'. The dynamics are indicated by *mf* (mezzo-forte) and *sf* (sforzando). The score includes various musical notations such as eighth notes, sixteenth notes, and chords, with some notes marked with accents. The piece concludes with a double bar line.

mf *sf* *sf* *sf*

sf *sf*

sf *sf*

mf *sf* *sf*

sf *sf*

Finale from Sonata in D

FRANZ JOSEPH HAYDN

Presto, ma non troppo

p ①

②

p ③ *f* ④

⑤

Fine *f* ⑥

f ⑦ *p*

Minuet

WOLFGANG AMADEUS MOZART
From "Don Juan"

Gracefully

① ② ③ ④

Little Minuet in G

ORIGINAL VERSION
Allegretto

JOHANN SEBASTIAN BACH

① *p* ② ③ ④

First system of the score. Treble and bass staves. Treble staff has a circled 5 and *mf*. Bass staff has a circled 6. The music is in G major and 2/4 time.

Second system of the score. Treble and bass staves. Treble staff has a circled 7 and *p*. Bass staff has a circled 7. The music is in G major and 2/4 time.

Third system of the score. Treble and bass staves. Treble staff has a circled 8 and *p*. Bass staff has a circled 8. The music is in G major and 2/4 time.

ORIGINAL VERSION

Gavotte

GEORGE FREDERICK HANDEL

Fourth system of the score. Treble and bass staves. Treble staff has a circled 1 and *f*. Bass staff has a circled 1. The music is in G major and 2/4 time.

Fifth system of the score. Treble and bass staves. Treble staff has a circled 2 and *p*. Bass staff has a circled 2. The music is in G major and 2/4 time.

Sixth system of the score. Treble and bass staves. Treble staff has a circled 3 and *mf*. Bass staff has a circled 3. The music is in G major and 2/4 time.

Seventh system of the score. Treble and bass staves. Treble staff has a circled 4 and *p*. Bass staff has a circled 4. The music is in G major and 2/4 time.

Gavotte in D

TOY ORCHESTRA

NICOLAI von WILM

Moderato

p ①

f *p*

③

f *ff* *ff*

Toreador Song

GEORGES BIZET
From "Carmen"

In marching time

①

③

1. 2.

Cradle Song

NICOLAI von WILM

Tranq.

① *p*

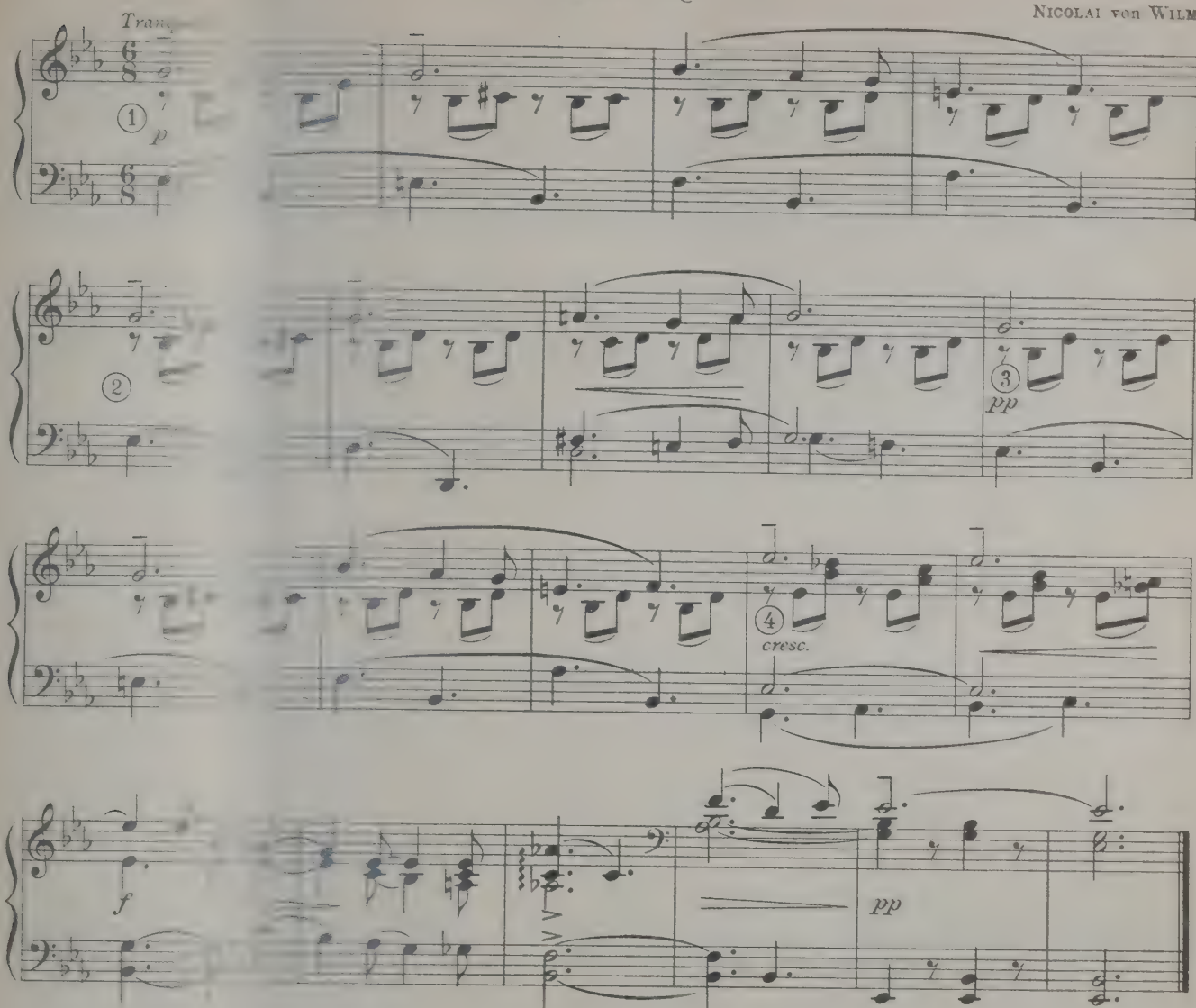
②

③ *pp*

④ *cresc.*

f

pp



Turkish March

LUDWIG van BEETHOVEN

Allegro

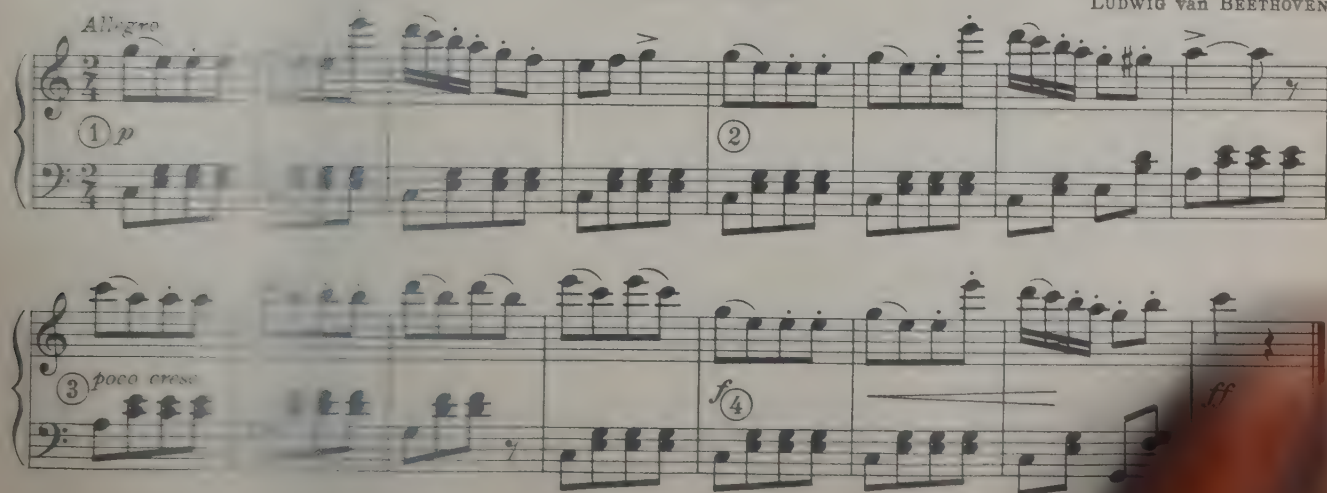
① *p*

②

③ *poco cresc.*

④ *f*

ff



XV. MOODS
(To be played for the children)

Cradle Song

ROBERT SCHUMANN

Not quickly

p3

Ped. *

dimin.

Ped. *

Evening Prayer

ENGELBERT HUMPERDINCK
From "Hansel and Gretel"

Quietly

pp

cresc.

molto

pp

rit.

O Tender Moon

CHARLES GOUNOD
From "Faust"

Larghetto

mf

p

cresc.

mf

p

Boat Song

CHARLES GOUNOD

Andante

> dolce

p

mf

cresc.

rall.

Habanera

GEORGES BIZET
From "Carmen"

Not too quickly

p

f

p

f

p

Gavotte

OLD FRENCH

Tempo di Gavotte

dolce

ped.

p dolce

** ped.*

Minuet

OLD FRENCH

Moderato

p con grazia

mf

poco rit.

Cradle Song

MISKA HAUSER

Andante espressivo

pp

p

p

1. 2.

GEORGE FREDERICK HANDEL
From "Xerxes"

Molto sostenuto

p

3

Waltz, No 2

JOHANNES BRAHMS

Moderato

p

dolce

1 2

p dolce

dim.

p dolce

cresc.

1 2



The Prado, Madrid

Courtesy Art Extension Press, Inc., Westport, Conn.

Don Baltazar Carlos on Horseback, Velasquez (1599-1660)

PART TWO
The First Grade

97

I. AROUND THE HOME

My Baby-Bo

LAURA E. RICHARDS

W. OTTO MIESSNER

Quietly

Fly a - way, Bird - ie, oh! Bring some - thing
home to my Ba - by - Bo; Bring her a feath - er and
bring her a song, Sing to her sweet - ly the whole day long.

This musical score is for the song 'My Baby-Bo'. It is written for voice and piano. The key signature has two flats (B-flat and E-flat), and the time signature is 3/4. The tempo/mood is marked 'Quietly'. The score consists of three systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The lyrics are: 'Fly a - way, Bird - ie, oh! Bring some - thing home to my Ba - by - Bo; Bring her a feath - er and bring her a song, Sing to her sweet - ly the whole day long.'

Rockaway Land

EDITH L. BOKELOH

EDWARD B. BIRGE

Gently

O, Rock-a-way land is the land of dreams, And moth-er's arms point the way;— The
pleas-ant-est place of all it seems, Aft - er the hours of play.—

This musical score is for the song 'Rockaway Land'. It is written for voice and piano. The key signature has two sharps (F-sharp and C-sharp), and the time signature is 3/4. The tempo/mood is marked 'Gently'. The score consists of two systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The lyrics are: 'O, Rock-a-way land is the land of dreams, And moth-er's arms point the way;— The pleas-ant-est place of all it seems, Aft - er the hours of play.—'

MABEL E. BRAY

MABEL E. BRAY

Simply

Moth - er is the dear - est Of all the friends I know; She
Fa - ther is the kind - est Of all the friends I know; He

helps me work and helps me play; That's why I love her so.
likes to take me out with him; That's why I love him so.

Baby's Lullaby

SAMUEL BURNHAM

H. E. HOLT

Quietly

Lull - a - by, lull - a - by, Ba - by must sleep. Now when the day - light dies,
Lull - a - by, lull - a - by, Ba - by must sleep. Moth - er will watch and pray,

Closed be the lit - tle eyes; Rest till the sun a - rise. Sleep, ba - by, sleep.
Dan - ger may keep a - way, Un - til the dawn of day. Sleep, ba - by, sleep.

Ann's Teeth

WALTER DE LA MARE

W. OTTO MIESSNER

Brightly

Now twelve a - bove, And twice six be - neath, She must pol - ish and

pol - ish her small white teeth.

ROBERT LOUIS STEVENSON

W. OTTO MIESSNER

Moderato

When I was sick and lay a-bed, I had two pil-lows
at my head, And all my toys be-side me lay, To
keep me hap-py all the day.

Cradle Time

AGNES CHOATE WONSON

W. OTTO MIESSNER

Quietly

Cra-dle time, Can-dle-light, Sleep-y-time, Cud-dle tight!
Tired of play, Tired of day, Good - night! Good - night!

Mix a Pancake

CHRISTINA ROSSETTI

MILDRED HINKLE HALLE

With spirit

Mix a pan-cake, Stir a pan-cake, Pop it in the pan;
Fry the pan-cake, Toss the pan-cake, Catch it if you can.

The musical score is in 3/4 time, key of B-flat major. It features a vocal line and a piano accompaniment. The piano part includes triplets and a dynamic marking of *mf* (mezzo-forte). The lyrics are written below the vocal line.

Housekeeping

OLD NURSERY RHYME

OLD NURSERY SONG

Brightly

1. Mon - day is the day for wash - ing, Wash - ing, wash - ing,
2. Tues - day is the day for iron - ing, Iron - ing, iron - ing,
3. Wednes - day is the day for mend - ing, Mend - ing, mend - ing,
4. Thurs - day is the day for clean - ing, Clean - ing, clean - ing,
5. Fri - day is the day for call - ing, Call - ing, call - ing,
6. Sat - ur - day we do the bak - ing, Bak - ing, bak - ing,

Mon - day is the day for wash - ing, For wash - ing the clothes.
Tues - day is the day for iron - ing, For iron - ing the clothes.
Wednes - day is the day for mend - ing, For mend - ing the clothes.
Thurs - day is the day for clean - ing, For clean - ing the house.
Fri - day is the day for call - ing, For meet - ing our friends.
Sat - ur - day we do the bak - ing, The bread and the pies.

The musical score is in 4/4 time, key of D major. It features a vocal line and a piano accompaniment. The piano part includes a dynamic marking of *f* (forte). The lyrics are written below the vocal line.

When Daddy Comes Home

GEORGE S. APPLEGARTH

W. OTTO MIESSNER

Waltz

The nic - est time of all the day Is aft - er school and aft - er play, When
O then you ought to see me run To meet him when his work is done, We
I have put my books a - way, And Dad-dy comes home to me.
al - ways have such lots of fun, When Dad-dy comes home to me.

Friends For Tea

MABEL E. BRAY

MABEL E. BRAY

Simply

When peo - ple come to our house To have a cup of tea.
I al - ways sit up tall and straight, As good as good can be.

Callers

VERNETTA F. DECKER

EDWARD B. BIRGE

Moderato

I peeped in - to the par-lor door, And there a la - dy sat; She
had a love - ly pock - et book, And wore a pret - ty hat.

Work and Play

CHRISTINA ROSSETTI

HARRIET WARE

Sadly

A pock-et hand-ker-chief to hem, Oh, dear, Oh! dear,

Oh! dear! For man-y stitch-es it will take un-til it's done, I fear. But

set a stitch and then a stitch, And stitch and stitch a-way, Till stitch by stitch the hem is done; And

Sadly

af-ter work is play. A pock-et hand-ker-chief to hem, Oh, dear, Oh! dear, Oh! dear!

LORD HOUGHTON

PAUL AMBROSE

Simply

A fair lit - tle girl sat un - der a tree, Sew - ing as long as her
 eyes could see; Then smoothed out her work and fold - ed it right, And said, "Dear work, Good
 night, good night!" And said, "Dear work, Good night, good night!"

MOTHER GOOSE

Come, Let's to Bed

W. A. WHITE

Moderato

Come, let's to bed, says Sleep - y Head; Tar - ry a while, says Slow;
 Put on the pan, says Greed - y Nan, Let's sup be - fore we go.

NINA B. HARTFORD

The Looking-Glass Child

NINA B. HARTFORD

Brightly

The child in the mir - ror I love to see; I smile at her and she smiles at me.

Bed Time

AROUND THE HOME

NINA B. HARTFORD

NINA B. HARTFORD

Simply

When the day is done, and the gold - en sun In the west is round and
red; Then he seems to say, "You must stop your play, For it's time to go to bed."

A Happy Child

KATE GREENAWAY

EDWARD B. BIRGE

Moderato

My house is red— a lit - tle house; A hap - py child am
I; I laugh and play the live-long day; I hard - ly ev - er cry.

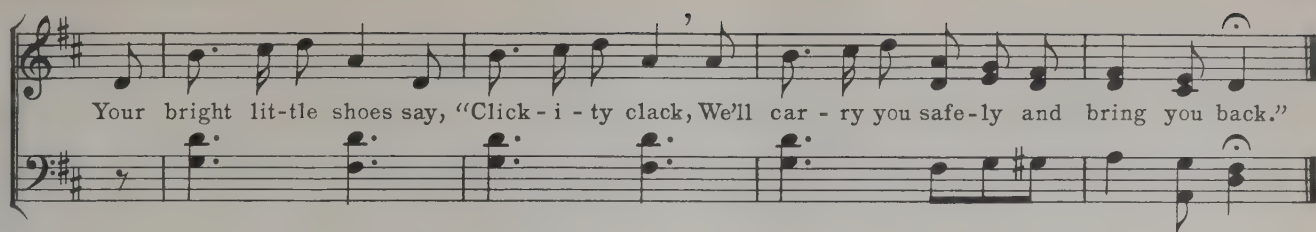
Gray Pony

NINA B. HARTFORD

NINA B. HARTFORD

Briskly

Come on, Gray Po-ny, let's gal-lop a - way, The sky is blue, it's a beau-ti - ful day; We'll
cross the mead - ow, the hill and plain; Then turn a - bout, Po - ny, and home a - gain;



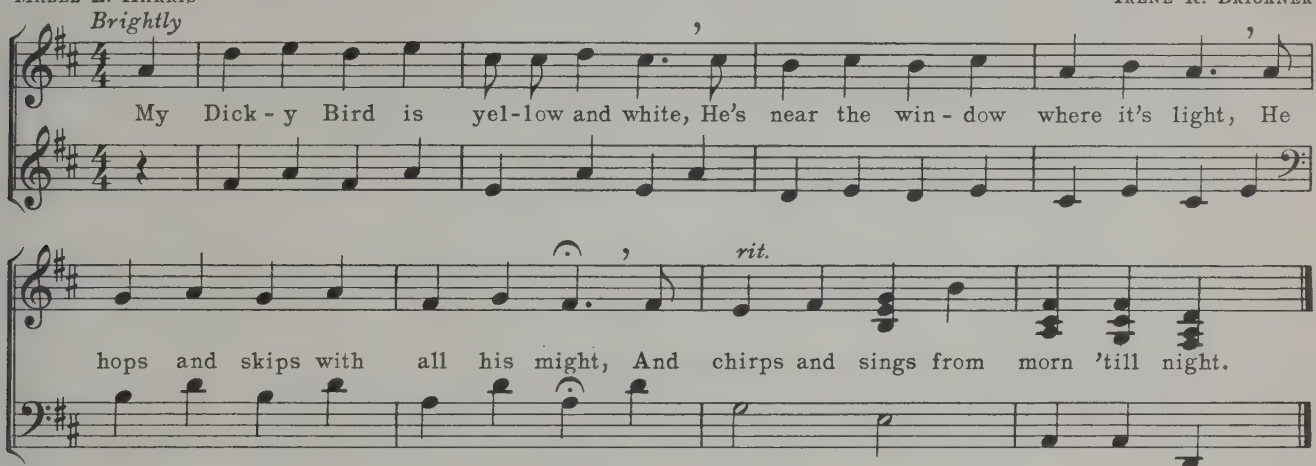
Your bright lit-tle shoes say, "Click-i-ty clack, We'll car-ry you safe-ly and bring you back."

MABEL L. HARRIS

My Dicky Bird

IRENE R. BRICKNER

Brightly



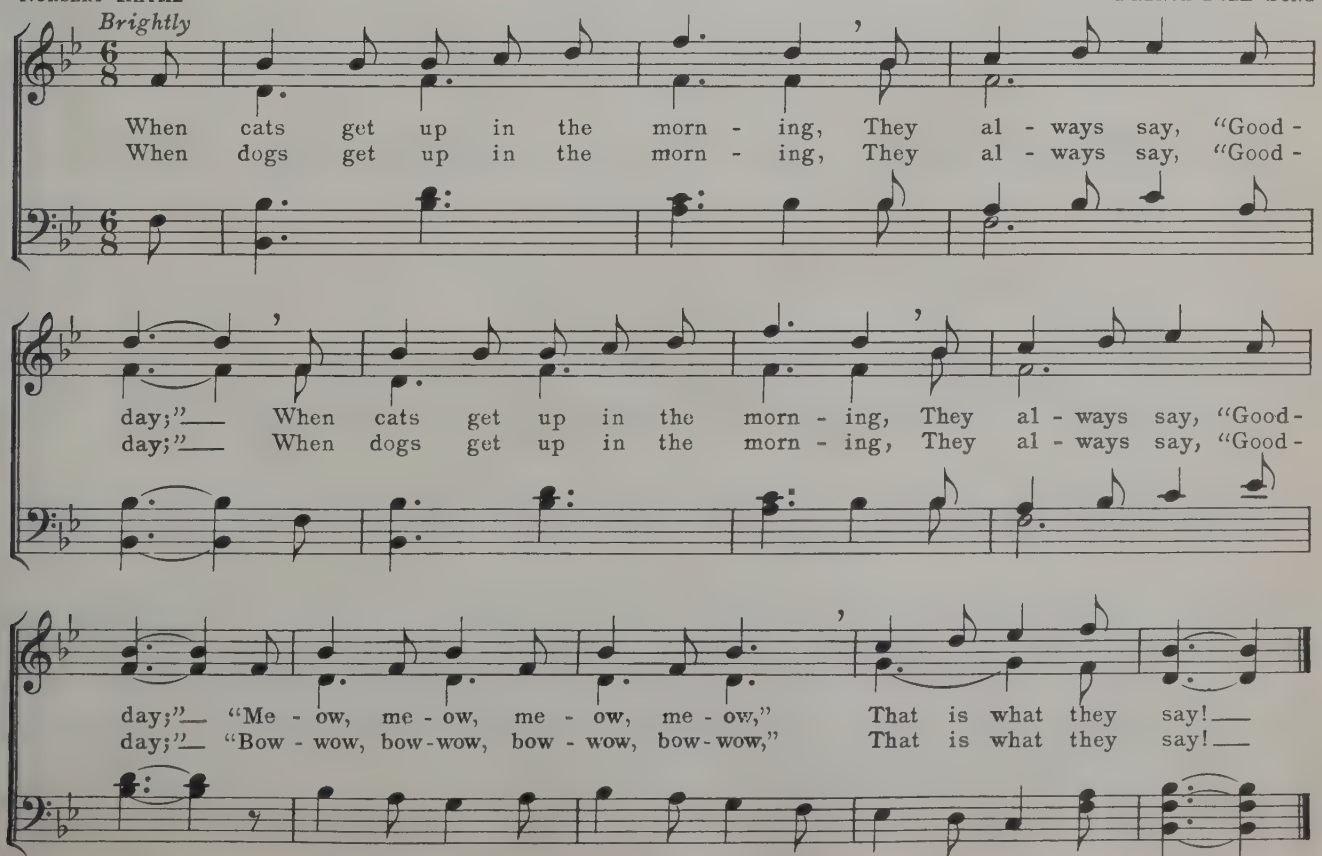
My Dick-y Bird is yel-low and white, He's near the win-dow where it's light, He hops and skips with all his might, And chirps and sings from morn 'till night.

NURSERY RHYME

When Cats Get Up

FRENCH FOLK SONG

Brightly



When cats get up in the morn-ing, They al-ways say, "Good-day;"
 When dogs get up in the morn-ing, They al-ways say, "Good-day;"
 When cats get up in the morn-ing, They al-ways say, "Good-day;"
 When dogs get up in the morn-ing, They al-ways say, "Good-day;"
 "Me-ow, me-ow, me-ow, me-ow," That is what they say!—
 "Bow-wow, bow-wow, bow-wow, bow-wow," That is what they say!—

Oh, Here is Miss Pussy

AROUND THE HOME

From CHILD LIFE IN SONG

HORATIO PARKER

Gently

Oh, here is Miss Pus - sy, She's drink - ing her milk; — Her coat is as soft And as gloss y as silk.

E. GORDON BROWNE

Doggie's Bath

PAUL AMBROSE

Briskly

Now I must fill the wash - ing tub And give my darl - ing dog a scrub, He's scam - per'd up and down all day; With dog - gie friends he loves to play.

GEORGE S. APPLGARTH

Funny Little Bunny

L. LESLIE LOTH

Not quickly

Lit - tle Jack Rab - bit, he seems to be wrong; His tail is so short and his ears are so long, His front legs are weak and his hind legs are strong, And hip - pi - ty - hop he goes bob - bing a - long.

NINA B. HARTFORD

The Telephone

NINA B. HARTFORD

Brightly

Hel - lo, Hel - lo, And how are you to - day? We're
Hel - lo, Hel - lo, We'll be there right a - way; We're

ver - y well, we thank you; Can you come out to play?
glad you're com - ing o - ver, We'll have a hap - py day.

* Roman type — Boys sing
Italics — Girls sing
Last phrase — All sing

The Fireman

LINN MOORE MILLER

LINN MOORE MILLER

With vigor

Cling, clang, cling, Cling, clang, cling, Cling, cling, cling, cling, Cling, cling, cling; The

fire - man with the en - gine goes, With lad - ders and the big, big, hose.

Splash-ing, dash-ing all a-bout, And soon the fire is out, And soon the fire is out.

The grace notes are for the piano and should not be sung.

The Busy Postman

MABEL E. BRAY

OLD ENGLISH MELODY

Brightly

The post - man is a bus - y man; In ev - 'ry kind of weath - er, He

This musical score is for 'The Busy Postman' by Mabel E. Bray. It is an old English melody in G major (one sharp) and 6/8 time. The tempo is 'Brightly'. The score consists of a vocal line and a piano accompaniment. The vocal line starts with a treble clef and a key signature of one sharp (F#). The piano accompaniment starts with a bass clef and the same key signature. The lyrics are: 'The post - man is a bus - y man; In ev - 'ry kind of weath - er, He'.

brings the mail for ev - 'ry one, For big and lit - tle to - geth - er.

This block contains the continuation of the musical score for 'The Busy Postman'. The vocal line continues with the lyrics: 'brings the mail for ev - 'ry one, For big and lit - tle to - geth - er.' The piano accompaniment continues with the same key signature and time signature.

NINA B. HARTFORD

Newsboy

NINA B. HARTFORD

Moderato

Pa-pers! Pa-pers! Her - ald, Globe, and Sun; You get the ver - y lat - est news in ev - 'ry one!

This musical score is for 'Newsboy' by Nina B. Hartford. It is in D minor (two flats) and 4/4 time. The tempo is 'Moderato'. The score consists of a vocal line and a piano accompaniment. The vocal line starts with a treble clef and a key signature of two flats (Bb, Eb). The piano accompaniment starts with a bass clef and the same key signature. The lyrics are: 'Pa-pers! Pa-pers! Her - ald, Globe, and Sun; You get the ver - y lat - est news in ev - 'ry one!'.

LINN MOORE MILLER

The Hurdy-Gurdy

EDWARD B. BIRGE

Happily

Oh the lit - tle hur - dy - gur - dy! I like to hear it
But, — Oh! I think it's jol - ly, When he jumps to where I

This musical score is for 'The Hurdy-Gurdy' by Linn Moore Miller. It is in G major (one sharp) and 4/4 time. The tempo is 'Happily'. The score consists of a vocal line and a piano accompaniment. The vocal line starts with a treble clef and a key signature of one sharp (F#). The piano accompaniment starts with a bass clef and the same key signature. The lyrics are: 'Oh the lit - tle hur - dy - gur - dy! I like to hear it But, — Oh! I think it's jol - ly, When he jumps to where I'.

play, And see the lit - tle mon - key As he hops and hops a - way.
stand, And reach - es up so quick - ly For the pen - nies in my hand.

This block contains the continuation of the musical score for 'The Hurdy-Gurdy'. The vocal line continues with the lyrics: 'play, And see the lit - tle mon - key As he hops and hops a - way. stand, And reach - es up so quick - ly For the pen - nies in my hand.' The piano accompaniment continues with the same key signature and time signature.

GEORGE S. APPLEGARTH

W. OTTO MIESSNER

In waltz tempo

Sweep, ——— Sweep, ——— Sweep goes the street-clean-er man, ——— Dressed all in

white with his broom and his can; ——— Scrape, ——— Scrape, ——— Scrape as he

brush-es the street; ——— Teach - ing us all to be tid - y and neat. ———

On the Way to School

BLANCHE JENNINGS THOMPSON

L. LESLIE LOTH

In marching tempo

What a lot of things to see, On the way to school! ——— Squirrels run-ning
What a lot of things to hear, On the way to school! ——— Some one whis-tles

up a tree, On the way to school. ——— Sparrows build-ing cun-ning nests,
loud and clear, On the way to school. ——— Work-men's ham-mers go,bing, bang!

Rob - ins smooth-ing down their vests, What a lot of things to see, On the way to school!
Fire chief's gong goes, clang,clang,clang! What a lot of things to hear, On the way to school!

The Trolley Man

Happily

The trol - ley - man when he goes by 'Most al - ways waves to

ding dong '

me, I'm sure he knows when I am grown A trol - ley - man I'll be.

MABEL E. BRAY

The Farmer

OLD NURSERY SONG

Brightly

I sell but - ter, I sell cheese, I sell hon - ey made by bees;

I sell corn and I sell wheat, Big red ap - ples, round and sweet.

CHINESE MOTHER GOOSE RHYME

The Old Woman

EDWARD B. BIRGE

Moderato

There was an old wom - an, As I have heard tell, She
She hur - ried back home, But her door - step was high, She

went to sell pie, But her a pie would not sell.
stum - bled and fell, And a dog ate her pie.

Bread and Cherries

WALTER DE LA MARE

JAMES H. ROGERS

*Not too fast, and well accented**, a little more softly*

Cher - ries, ripe cher - ries, the old wom - an cried, In her snow - y white

a - pron and bas - ket be - side; And the lit - tle boys came, Eyes

shin - ing, cheeks red, To buy bags of cher - ries To eat with their bread.

The Delicatessen Store

ELEANOR ALLETTA CHAFFEE

DANIEL PROTHEROE

Moderato

The del - i - ca - tes - sen has so man - y things, That I
There are cans full of ev - 'ry - thing un - der the sun, And

scarce - ly know what I shall buy; There are sal - ads and chees - es and
jel - lies and pick - les and meat; I don't know where else it would

pret - zels in rings, And fish - cakes all read - y to fry.
be so much fun To se - lect what I'm go - ing to eat.

The Candy Shop

Brightly

Come and buy a lol - ly - pop, At the lit - tle can - dy shop,
 Chil - dren have your pen - nies hand - y, Step this way and buy some can - dy.

The Five and Ten Cent Store

ELEANOR ALLETTA CHAFFEE

NURSERY TUNE

Not too quickly

What shall I buy for a nick - el or dime? A lit - tle toy watch - to tell me the time, A
 What shall I buy with my mon - ey to - day? A book and some cray - ons with col - ors so gay, A
 train that will run on a ti - ny tin track, Or a doz - en bright mar - bles sewed up in a sack?
 pad and a pen - cil to write or to draw, A — puz - zle, a top, or a ham - mer and saw?

The Baker's Shop

ELEANOR ALLETTA CHAFFEE

FRANCIS FINDLAY

Allegretto

The bak - er's shop is spick and span, The bread is fresh from shin - y pan; The
 The rolls are brown as brown can be, And all the pies are fair to see; The
 cakes are dressed in pa - per lace, And each is in its prop - er place.
 cook - ies seem to say, "Oh, my! How you will like us by and by!"

The Busy Cobbler

HARRIET WARE

In waltz tempo

Tip-pi-ty, tip-pi-ty, tap, tap, tap, The cob- bler pounds on his big, stout lap; He

tick - tacks one and he tick - tacks two, And he makes old shoes al - most like new.

cresc. Tip-pi-ty, tip-pi-ty tap, tap, tap, The cob- bler pounds on his big, stout lap. *rit.*

NINA B. HARTFORD

The Carpenters' Song

NINA B. HARTFORD

Happily

1. To - day we are car - pen - ters one and all, See how we saw, see
2. We climb up the lad - ders to reach the roof, Up, up we climb, up,
3. We pound and we ham - mer the whole day long, See how we pound, see

how we saw; We're build - ing a house that is straight and tall, That's why we saw to -
up we climb; Our build - ing, you know, must be weath - er proof, That's why we climb to -
how we pound; What - ev - er we build must be tight and strong, That's why we pound to -

day. — We march a - round our house and sing, While more wood and nails we bring.
day. — We march a - round our house and sing, While more wood and nails we bring.
day. — Now skip and sing, our house is done; Play - ing car - pen - ter's heaps of fun.

The Barber

PAUL AMBROSE

Allegretto

I love to sit in the bar-ber's chair, And feel the snip, snip, snip, on my hair; I

like the brush all nice and clean; And oh! the smell of the bril - lian-tine!

Translation by MABEL E. BRAY

The Town Clock

FRENCH NURSERY SONG

Rather slowly

Far up in the stee - ple tower, Bells are ring - ing ev - 'ry hour, Sing - ing
Hear the ring - ing sweet and clear! To the peo - ple far and near,

day and night this song: Ding,ding, dong; Ding,ding, dong; Ding,ding, dong; Ding,ding, dong.

MOTHER GOOSE

If I'd as Much Money

WILLIAM A. WHITE

Allegretto

If I'd as much mon-ey as I could spend, I nev - er would cry, "Old chairs to mend, Old
If I'd as much mon-ey as I could tell, I nev - er would cry, "Old clothes to sell, Old

chairs to mend, old chairs to mend;" I nev - er would cry, "Old chairs to mend."
clothes to sell, old clothes to sell;" I nev - er would cry, "Old clothes to sell."

Concerning Travel

G. A. GRANT-SCHAEFER

Allegretto

The light - ning ex - press goes rush - ing through With a scream, a toot, and a
The light - ning ex - press is fun to see, But I like the lo - cal, it

great to - do; But the slow old lo-cal just moves a-long Like an old - time song.
stops for me; I like the lo-cal, it stops for me, It stops for me.

*From St. Nicholas, by permission of the Century Co.

MABEL E. BRAY

Engines

FRENCH NURSERY SONG

Moderato

Chug, chug, chug! The en - gine's go - ing; Ding, ding, dong! The bell rings
En - gines bring us food and cloth - ing, Bring us books and sweets and

too; Toot, toot, toot! The en - gine whis - tles, "Clear the track!" for me and you.
toys; Ev - 'ry - bod - y likes the en - gines; Most of all the girls and boys!

GEORGE S. APPLGARTH

On the Bus

DANIEL PROTHEROE

Allegretto

I love to ride on the roll - ing bus, High up in a seat on top, As
But if I ev - er could have my way, It nev - er would stop at all, But

light and eas - y it car - ries us Wher - ev - er we wish to stop.
roll a - way all the sum - mer day, 'Till time for my sup - per call.

The Motor Car

LINN MOORE MILLER

LINN MOORE MILLER

With spirit

Honk! honk! honk! In my mo-tor car we go; Honk! honk!

honk! Ver-y fast and ver-y slow; It seems to me the things we pass, Go

by us, oh! so ver-y fast! Honk! honk! honk! Honk! honk!

GEORGE S. APPLGARTH

The Aeroplane

W. OTTO MIESSNER

With animation

Zoom! goes the aer-o-plane up in the sky, _____

Hums like a bum-ble-bee buz-zing on high, _____ Looks ver-y much like a big drag-on

fly; _____ Now it is gone, Mis-ter Fly-er, "Good - by!"

Rain

MARGARET A. FASSITT

GEORGE LEROY LINDSAY

Daintily

For - ty lit - tle rain - drops On the win - dow - pane,

For - ty lit - tle rain - drops Danc - ing there a - gain. Hear them pit - ter - pal - ter,

Is - n't it great fun? But for - ty lit - tle rain - drops Chase a - way the sun!

The Brook

MARGARET A. FASSITT

EDWARD A. MUELLER

Allegretto

Lit - tle brook, pret - ty brook, Sing - ing as you go;

Rip - pling o'er the mead - ow, Neith - er fast nor slow.

The River

EDITH LANHAM BOKELOH

FRANCIS FINDLAY

In the time of a slow waltz

1. The riv - er runs a - long, I like its gen - tle
 2. The riv - er runs a - way, I watch it ev - 'ry
 3. It goes right by the town, And un - der bridg - es

song; It flows so swift - ly by, As blue
 day; It pass - es by the trees, It
 brown; Where does the riv - er go? Does

poco rall. as the blue sky. *2nd and 3rd times* *poco rall.* rip - ples in the breeze.
 an - y - bod - y know?

The Sea

ANNETTE WYNNE

Reprinted by permission from "For Days and Days," A Year-round Treasury
 of Verse for Children, by Annette Wynne. Copyright, 1919, by Frederick A. Stokes Company

DANIEL PROTHEROE

Moderato misterioso

The sea comes roll - ing up the land, And plays a game a - long the sand; But

cresc. when the chil - dren want to play, The sea just laughs and runs a - way.

MAY MORGAN

ANICE TERHUNE

Smoothly and swingingly

Down the bay the ships go sail - ing, Sail - ing off to sea,

Sail - ing off to dis - tant coun - tries, Where I'd like to be.

JAMES WHITCOMB RILEY

A Sea Song for the Shore

MARSHALL BARTHOLOMEW

With spirit

f Hail! ho! Sail! ho! A-hoy! A-hoy! A-hoy! Who calls me so far at sea? On-ly a lit-tle boy!

rugged, well accented

Sail! ho! Hail! ho! The sail - or loves the sea; I wish that he would cap - ture,

f Wish that he would cap - ture A lit - tle sea - horse and send him back to me.

SAILOR DANCE

Well accented throughout

The Wind

TRADITIONAL

OLD ENGLISH

Moderato

1. When the wind is in the East, It's nei - ther good for
 2. When the wind is in the West, The corn and clo - ver
 3. When the jol - ly North - wind blows, It brings the cold and
 4. When the gen - tle South - wind blows, The flow'rs their pet - als

man nor beast, It's nei - ther good for man nor beast.
 grow the best, The corn and clo - ver grow the best.
 drift - ing snows, It brings the cold and drift - ing snows.
 all un - close, The flow'rs their pet - als all un - close.

MAUDE M. GRANT

My Kite

DANIEL PROTHEROE

Allegretto cantabile

Up in the sky, so ver - y high, I let my pret - ty new kite fly, Like a

bird on the wing, But I hold the string, And it will come back to me by and by.

From "Choice Pieces for Primary Pupils," by permission of F.A. Owen Publishing Company.

HELEN de LORENZI

Clouds

EDWARD A. MUELLER

Simply

The gay lit - tle white clouds go sail - ing by, Light fluf - fy white pil - lows in the sky.

All diff-'rent siz - es, some edged with lace; They float a - long, way off in space.

The Man-in-the-Moon

IRMENGARD CHARLTON HORN

IRMENGARD CHARLTON HORN

Simply

Have you ev - er seen the Man - in - the - Moon? If you watch you may see him ver - y

soon; He'll come sail-ing through the sky, Where he lives way up on high. "Oh, Man-in-the-Moon, come soon!"

When the Stars

From ST. NICHOLAS
By permission of the Century Co.

DR. GARRETT

Moderato

When the stars at set of sun Twin - kle in the sky, — Then the lit - tle
Then, when morn - ing light ap - pears And the bright sun gleams, — Babes and birds and

pp slowly

babes at rest Dream that moth - er's by, — Dream that moth - er's by, —
flow - ers, too, Wake from sweet - est dreams, Wake from sweet - est dreams.

Summer and Winter

REBECCA B. FORESMAN

NURSERY SONG

Moderato

I do not know which I love best, Be - cause, when sum - mer's
And when some morn - ing I a - wake, The ground is white with

here, I wish that sum - mer time would last Much long - er than a year.
snow; And then I wish the win - ter days Would nev - er, nev - er go.

Leaves in Autumn

CAROLYN HALL GRANT

ANICE TERHUNE

Rather Quickly

Red leaves and bronze leaves, Cin-na-mon and gold; See, I've fill'd my bas-ket As full as it will hold.

Autumn Fires

AGNES CHOATE WONSON

EDWARD B. BIRGE

Moderato

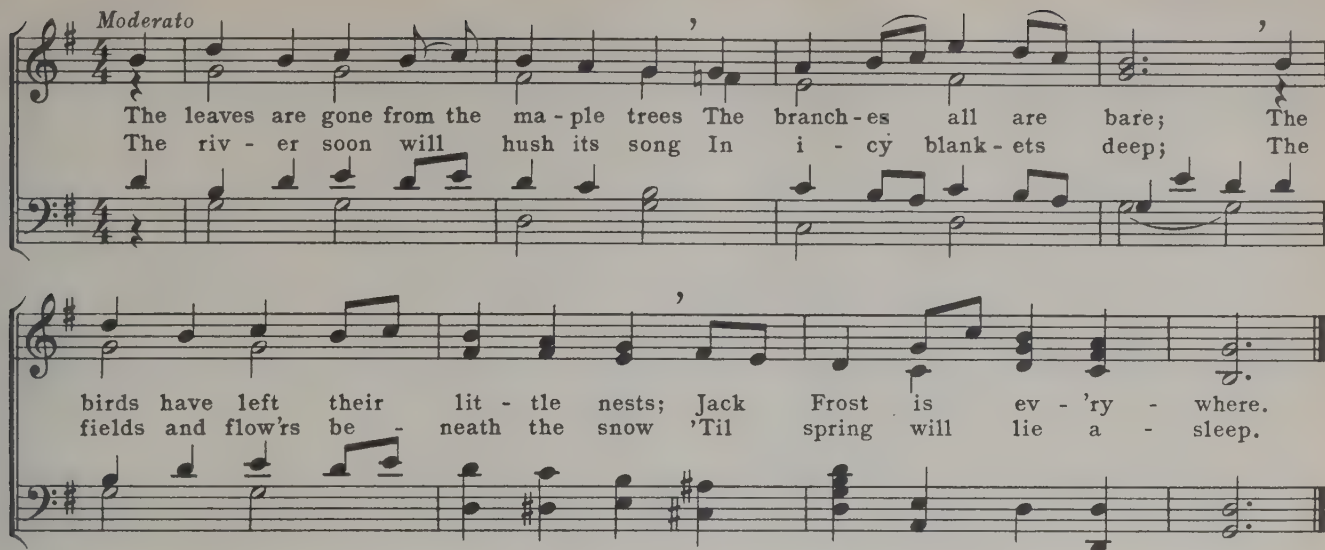
Green leaves turn to red and yel - low, Jack Frost paints them all;

Then they change to or - ange sparks In bon - fires in the fall.

NINA B. HARTFORD

NINA B. HARTFORD

Moderato



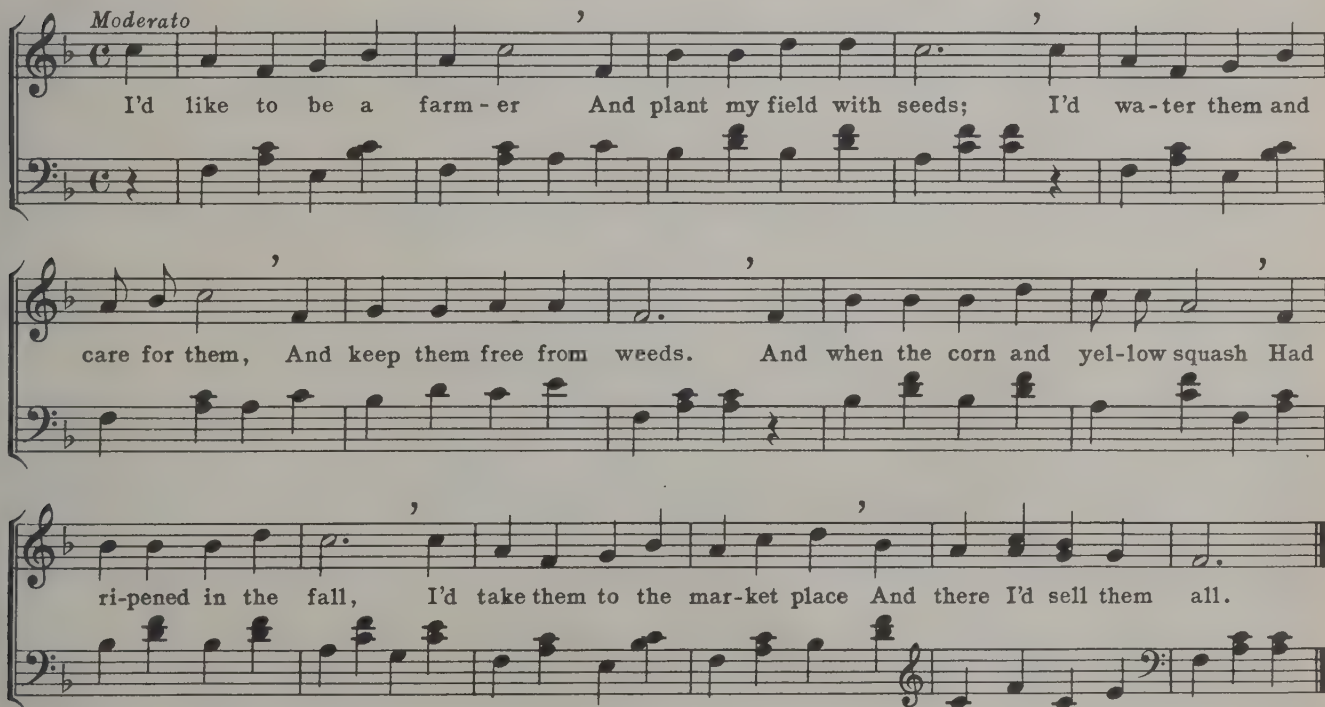
The leaves are gone from the ma-ple trees The branch-es all are bare; The
The riv-er soon will hush its song In i-cy blank-ets deep; The
birds have left their lit-tle nests; Jack Frost is ev-'ry-where.
fields and flow'rs be-neath the snow 'Til spring will lie a-sleep.

I'd Like to be a Farmer

CAROLYN E. SLOAT

L. LESLIE LOTH

Moderato



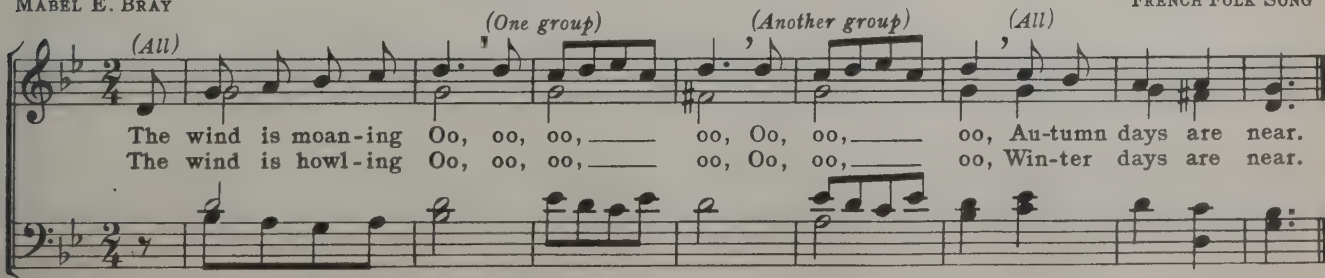
I'd like to be a farm-er And plant my field with seeds; I'd wa-ter them and
care for them, And keep them free from weeds. And when the corn and yel-low squash Had
ri-pened in the fall, I'd take them to the mar-ket place And there I'd sell them all.

Autumn and Winter Winds

MABEL E. BRAY

FRENCH FOLK SONG

(All) *(One group)* *(Another group)* *(All)*



The wind is moan-ing Oo, oo, oo, oo, Oo, oo, oo, Au-tumn days are near.
The wind is howl-ing Oo, oo, oo, oo, Oo, oo, oo, Win-ter days are near.

The North Wind Doth Blow

MOTHER GOOSE

J. W. ELLIOTT

Sadly

The North Wind doth blow, And we shall have snow, And what will poor Rob-in do then.— He'll

p *mf*

sit in the barn, And keep him-self warm, And tuck his head un-der his wing, Poor thing!

p *cresc.* *dim.* *pp*

This musical score is for the song 'The North Wind Doth Blow'. It is written for voice and piano. The key signature is one sharp (F#), and the time signature is 6/8. The voice part begins with the instruction 'Sadly' and the lyrics 'The North Wind doth blow, And we shall have snow, And what will poor Rob-in do then.— He'll sit in the barn, And keep him-self warm, And tuck his head un-der his wing, Poor thing!'. The piano accompaniment features chords and moving lines in both hands, with dynamic markings including piano (p), mezzo-forte (mf), crescendo (cresc.), decrescendo (dim.), and pianissimo (pp).

Snowflakes

MARY MAPES DODGE

DANIEL PROTHEROE

Allegretto
(Child)

(Snowflakes)

Lit-tle white feath-ers fill-ing the air, Lit-tle white feath-ers, How came you there? We

came from the cloud-birds Fly-ing so high, Shak-ing their white wings Up in the sky.

This musical score is for the song 'Snowflakes'. It is written for voice and piano. The key signature is one sharp (F#), and the time signature is 6/8. The voice part is marked 'Allegretto' and '(Child)'. The lyrics are 'Lit-tle white feath-ers fill-ing the air, Lit-tle white feath-ers, How came you there? We came from the cloud-birds Fly-ing so high, Shak-ing their white wings Up in the sky.' The piano accompaniment consists of chords and simple melodic lines, with a final double bar line at the end of the piece.

Skating

W. OTTO MIESSNER

W. OTTO MIESSNER

Heartily

The ice is froz - en smooth and sound, And all the boys a -

round — Are there with sing - ing, shout - ing mates, To fly on sil - ver skates. — They

swerve and curve, They slide and glide, And form in col - umns wide. —

The Snowman

LINN MOORE MILLER

LINN MOORE MILLER

Moderately quick

There's a lit - tle old man made of snow, — He stands on guard all the day; —

— Like a sol - dier bold he fears not the cold; But the sun makes him run a - way! —

Snowflake Feathers

MABEL E. BRAY

L. LESLIE LOTH

Simply

Soft - ly, soft - ly, fall - ing down, Sprink - ling feath - ers on the town;

Pret - ty snow - flakes, ver - y white, - Blow, and glis - ten in the light.

The Dressed-Up Town

ELLA D. WATKINS

PAUL AMBROSE

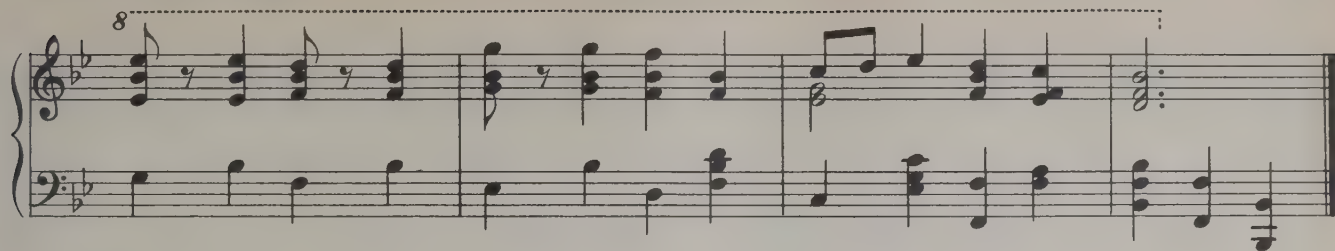
Brightly

You ought to see our pret - ty town, You'd hard - ly know the

place; It's dress'd up in a snow - y gown All trim'd with i - cy lace!

Dance ad lib.

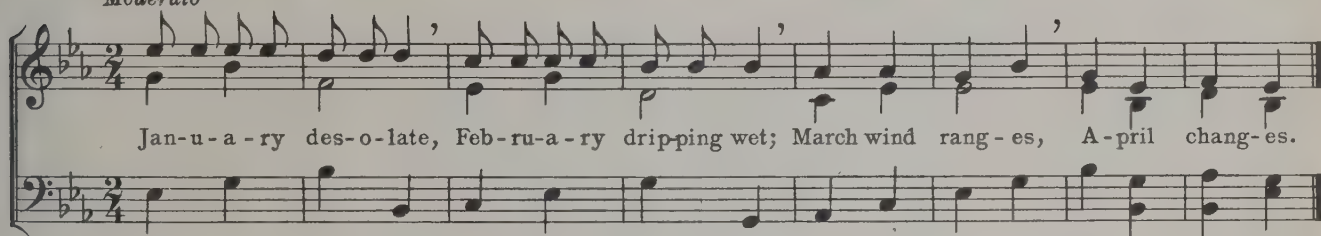
Dance ad lib.



CHRISTINA ROSSETTI
Moderato

January and February

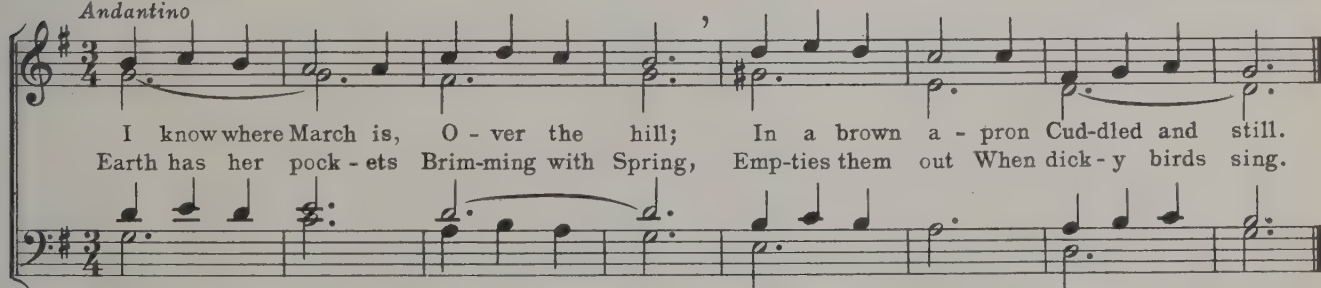
MODERN MUSIC SERIES



LOUISE AYRES GARNETT
Andantino

March

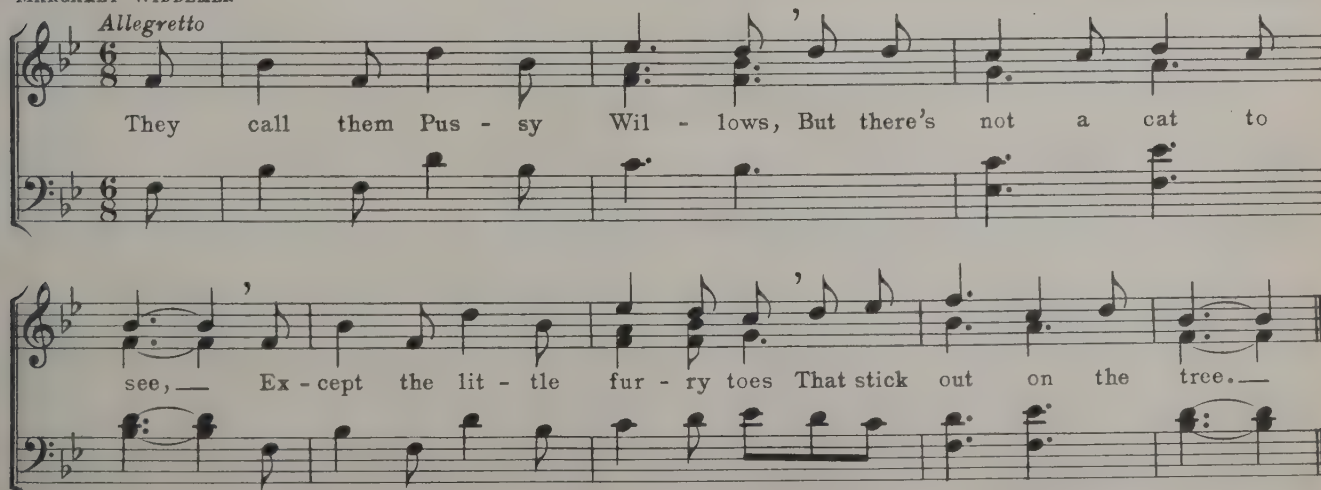
G. A. GRANT-SCHAEFER



MARGARET WIDDEMER
Allegretto

The Willow Cats

FRENCH NURSERY SONG



Spring

CHRISTINA ROSSETTI

HARRIET WARE

Moderato

Such a bright day, With the sun glow-ing, And the trees half in leaf And the grass grow-ing;

Such a bright day, With the sun glow-ing, And the trees half in leaf And the grass grow-ing.

Spring Flowers

MARGARET A. FASSITT

HARRIET WARE

Allergretto

See the mer-ry daf-fo-dils, Nod-ding gai-ly from the hills;

Vio-lets blue and may-flow'rs fair, Spring up al-most an-y-where.

ELEANOR HAMMOND

PAUL AMBROSE

Allegretto

Rain has such fun in A - pril, It pat - ters through the trees, —

Talk - ing to all the leaf buds And rob - ins that it sees. —

CLARA SMITH

Jack-in-the-Pulpit

JAMES H. ROGERS

Rather loudly and sturdily

Jack - in - the - pul - pit preach - es to - day, Un - der the green trees, Just

o - ver the way, Un - der the green trees, Just o - ver the way.

MARGARET A. FASSITT

Early Spring

G. A. GRANT-SCHAEFER

*Allegretto**mp*

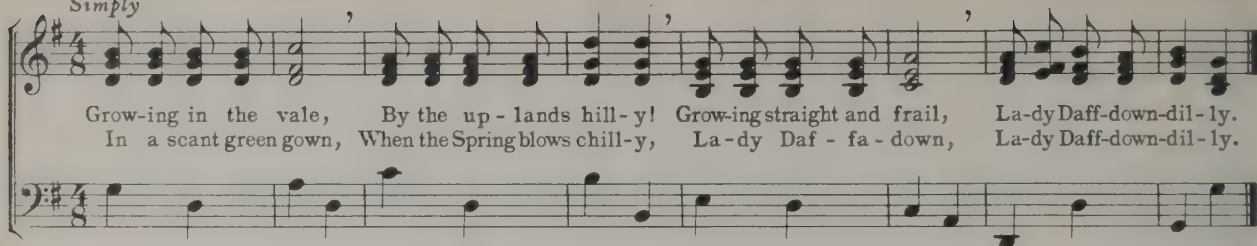
I'm a lit - tle frog, Just a Pol - ly - wog; I live in the brook un - der - neath the log.

And be - cause it's spring, Spring, spring, spring, I'm so hap - py that I have to Sing, sing, sing!

CHRISTINA ROSSETTI

Lady Daffadown

MODERN MUSIC SERIES

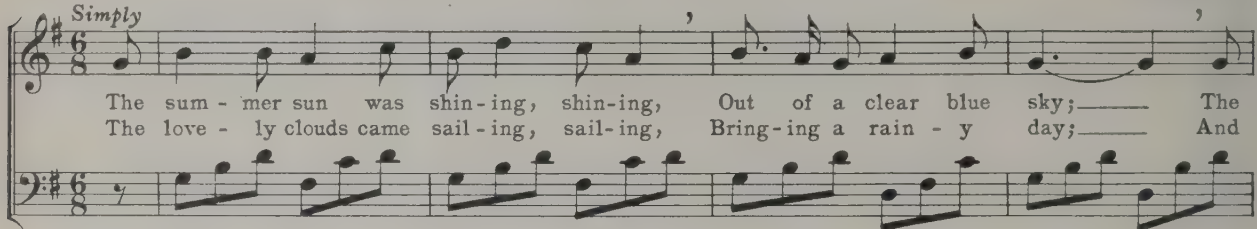
Simply


Grow-ing in the vale, By the up - lands hill - y! Grow-ing straight and frail, La-dy Daff-down-dil - ly.
In a scant green gown, When the Spring blows chill-y, La-dy Daf - fa - down, La-dy Daff-down-dil - ly.

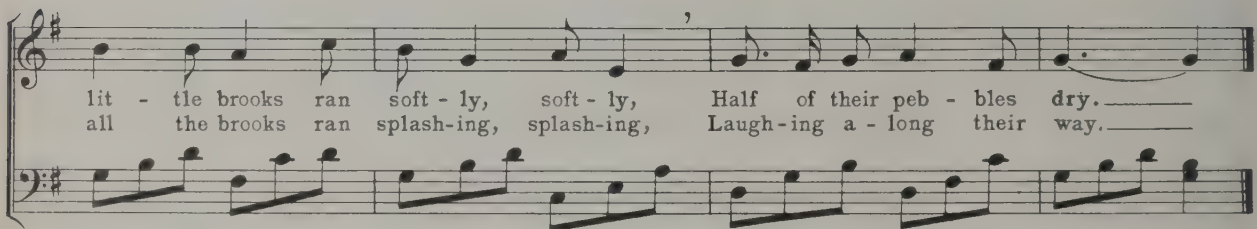
ALDIS DUNBAR

Rain in Summer

L. LESLIE LOTH

Simply


The sum - mer sun was shin-ing, shin-ing, Out of a clear blue sky; The
The love - ly clouds came sail-ing, sail-ing, Bring-ing a rain - y day; And

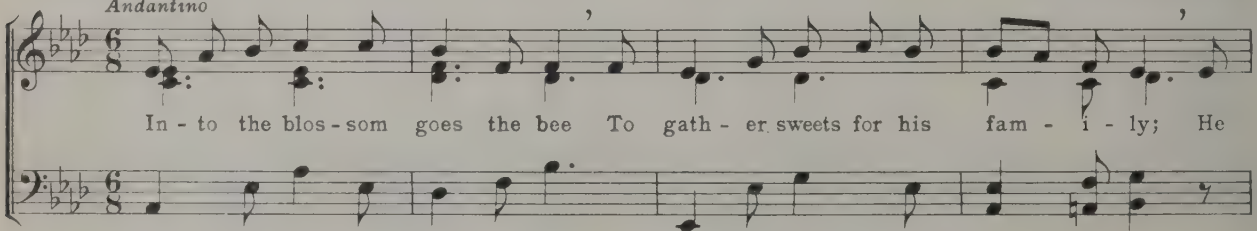


lit - tle brooks ran soft - ly, soft - ly, Half of their peb - bles dry.
all the brooks ran splash-ing, splash-ing, Laugh-ing a - long their way.

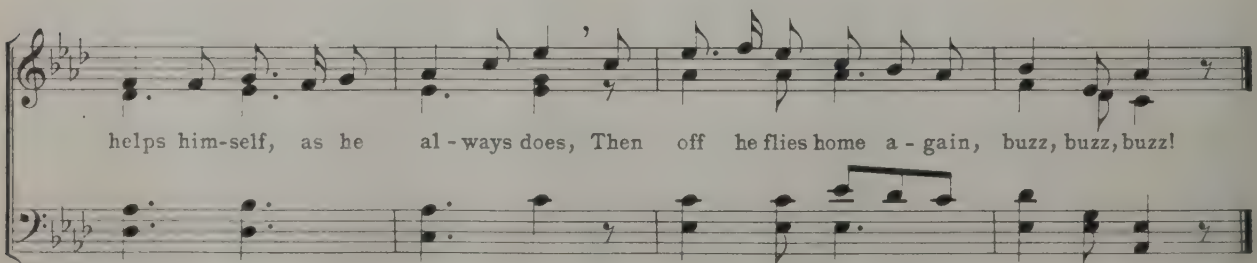
LINN MOORE MILLER

The Bee

LINN MOORE MILLER

Andantino


In - to the blos-som goes the bee To gath - er sweets for his fam - i - ly; He



helps him-self, as he al - ways does, Then off he flies home a - gain, buzz, buzz, buzz!

Sing, Said the Mother

TRADITIONAL

SOUTH APPALACHIAN FOLK SONG

Simply, not slow

O - ver in the mead-ows in the nest in the tree, Lived an old moth - er

bird - y and her lit - tle bird - ies three. "Sing," said the moth - er; "We

sing," said the three, So they sang and were glad in the nest in the tree.

Butterfly and Honeybee

LINN MOORE MILLER

LINN MOORE MILLER

Allegretto

One day in my gar-den, oh, what did I see! A but-ter-fly chas-ing a hon - ey-bee! They

tagged and they danced, And when that was through, They played hide and seek in the vi - o-lets blue.

The Gardener

NATURE AND SEASONAL

HARRIET WARE

Simply

Out in the gar - den, wa - ter - ing flow'rs, The gar - d'ner will stay for hours, He mows the grass and plants the seeds, And works all day to pull the weeds!

BLANCHE JENNINGS THOMPSON

Swinging

EDWARD A. MUELLER

Slow waltz

Swing - ing, swing - ing, Out in the or - chard swing. Swing - ing, swing - ing, This is the song we sing.

LAWRENCE ALMA TADEMA

The Robin

EDWARD B. BIRGE

Simply

When fa - ther takes his spade to dig, Then rob - in comes a - long; He sits up - on a lit - tle twig, And sings a lit - tle song.

Pansies

KATHARINE LEE BATES

W. OTTO MIESSNER

Allegretto

Pan - sies wear! — Pan - sies wear! — Pur - ples wov - en
Pan - sies wear! — Look at me! — Gleam - y yel - lows,

Out of air, — Out of air; Dew and sun, Pur - ple pan - sies,
Good to see! — Good to see! In the sun, Mer - ry fel - lows;

1. I — am — one! — 2. I — am — one! —
I — am — one! —

Oak Trees

MRS. ARTHUR L. MOORE

EDWARD A. MUELLER

Broad

Oh, green old trees, how old are you? How man - y, man - y years Since you were

new? 'Tis strange that ba - by a - corns small Could grow to oaks so big and tall!

Baby Birds

MABEL E. BRAY

FRENCH NURSERY SONG

Slowly

Sleep, sleep, ba-by birds. Soft-ly swings your cra-dle high; Rock, rock in your nest, Breez-es sing your lul-la-by.

The musical score for 'Baby Birds' is written in 2/4 time with a key signature of one flat (B-flat). It features a melody in the treble clef and a bass line in the bass clef. The tempo is marked 'Slowly'. The lyrics are: 'Sleep, sleep, ba-by birds. Soft-ly swings your cra-dle high; Rock, rock in your nest, Breez-es sing your lul-la-by.'

Feeding the Birds

KATHARINE LEE BATES

EDWARD A. MUELLER

Brightly

From fall to spring, 'Tis a lit-tle thing To— spread the birds good cheer. On a win-dow tray, Where the birds may play At sum-mer all the year.

The musical score for 'Feeding the Birds' is written in common time (C) with a key signature of one flat (B-flat). It features a melody in the treble clef and a bass line in the bass clef. The tempo is marked 'Brightly'. The lyrics are: 'From fall to spring, 'Tis a lit-tle thing To— spread the birds good cheer. On a win-dow tray, Where the birds may play At sum-mer all the year.'

The Secret

Attributed to
THOMAS GAINSBOROUGH

HORATIO PARKER

Moderato e dolce

We have a se-cret, just we three, The rob-in and I and the sweet cher-ry tree. The bird told the tree and the tree told me, And no-bod-y knows it but just we three.

The musical score for 'The Secret' is written in 6/8 time with a key signature of three flats (E-flat major). It features a melody in the treble clef and a bass line in the bass clef. The tempo is marked 'Moderato e dolce'. The lyrics are: 'We have a se-cret, just we three, The rob-in and I and the sweet cher-ry tree. The bird told the tree and the tree told me, And no-bod-y knows it but just we three.'

The Bobolink

HELEN LOUISE CLARK

W. OTTO MIESSNER

Simply

I real-ly think the bo-bo-link Is feath-er'd up-side down! He wears his black up - on his breast, And white up - on his crown!

Birds

AGNES CHOATE WONSON

DANIEL PROTHEROE

Allegretto con moto

mf The blue - bird has a coat of blue, The rob - in wears a vest of red; The chick - a - dee is speck-led brown, The crow is black from tail to head.

Lily Bells

VIRGINIA BAKER

HORATIO PARKER

Fast and light

Lil - y bells ring, Gay rob-ins sing, Chil - dren are hap - py For now it is spring.

The Owl

NINA B. HARTFORD

NINA B. HARTFORD

Moderato

On a sum-mer night when the moon is bright, Mis-ter Owl screams, "Who! Who! Who!"

Who!" Lit-tle Mice, run and hide, for his eyes, big and wide, Are

look-ing for you, you, you! Yes they're look-ing for you, you, you!

The Mocking Bird

MAY MORGAN

W. OTTO MIESSNER

Allegretto

Of all the sing-ing birds I know, The mock-ing bird sings the best;

He has one song that's ver - y long

Made up of all the rest.

This musical score is for a short piece. It features a vocal line in treble clef with a key signature of one sharp (F#) and a common time signature. The lyrics are 'Made up of all the rest.' The piano accompaniment is in grand staff (treble and bass clefs) with the same key signature and time signature. It includes various chordal textures and melodic lines.

The Oriole's Nest

MAY MORGAN

HARRIET WARE

Allegretto

The o - ri - ole's nest is a bas - ket, A bas - ket, a bas - ket; The o - ri - ole's nest is a

bas - ket, Swing - ing from a bough. — And there in the bas - ket a - sway - ing, a -

sway - ing, a - sway - ing, And there in the bas - ket a - sway - ing, Are five wee ba - bies now! —

This musical score is for a song titled 'The Oriole's Nest'. It is composed by May Morgan and Harriet Ware. The tempo is marked 'Allegretto'. The score is in 6/8 time and has a key signature of one flat (Bb). It consists of a vocal line and a piano accompaniment. The lyrics are: 'The o - ri - ole's nest is a bas - ket, A bas - ket, a bas - ket; The o - ri - ole's nest is a bas - ket, Swing - ing from a bough. — And there in the bas - ket a - sway - ing, a - sway - ing, a - sway - ing, And there in the bas - ket a - sway - ing, Are five wee ba - bies now! —'. The piano part features a repeating bass line and chords that support the melody.

My Dog

AGNES CHOATE WONSON

FRANCIS FINDLAY

Alliegretto

I have a dog all shag - gy, His ears are rough and rag - gy, And
with his tongue, so soft and pink, He kiss - es me, quick as a wink!

poco più mosso

Kitty White

MOTHER GOOSE

PAUL AMBROSE

Moderato

pp Kit - ty White so sly - ly comes To catch the Mous - ie Gray;

pp staccato

Mous - ie hears her soft - ly creep, And quick - ly runs a - way.

ELIZABETH MADOX ROBERTS

LINN MOORE MILLER

Allegretto

A rab-bit works its ears and tries To see you with its rab-bit eyes. Its

sau-cy lit-tle tail it flounc-es, And when it hits the ground it bounc-es.

ALDIS DUNBAR

The Waggley Dog

DANIEL PROTHEROE

Brightly
mf

My pup-py's coat is black and brown, His tongue is pink and shin-y. I
It's like a lit-tle curl-y bunch Up-on my dar-ling Ro-ver. So

brush his hair, I smooth him down; But oh, his tail is ti-ny.
when I call him in to lunch, He has to wag all o-ver.

VIRGINIA BAKER

Gray Squirrel

G. A. GRANT-SCHAEFER

Moderato
mf

Down from the trees the nuts are fall-ing, While lit-tle squir-rels gray

Hide them a-way in hol-low tree trunks, Work-ing the live-long day.

Gray Squirrels

ANNIE M. CLARKE OSTRANDER

ANNIE M. CLARKE OSTRANDER

Allegretto

I see a gray squir - rel Sit - ting in an oak tree,
Let's play we're gray squir - rels Sit - ting in an oak tree,
Eat - ing an a - corn, As hap - py as can be.
All eat - ing a - corns, As hap - py as can be.

Little Bunny Rabbit

ANNIE M. CLARKE OSTRANDER

ANNIE M. CLARKE OSTRANDER

Brightly

Lit - tle Bun - ny Rab - bit, Hop - ping here and there,
Pink - y eyes and blink - y nose, Long ears and glos - sy hair.
Lit - tle Bun - ny Rab - bit, Please hop o - ver here,
You are soft and cud - dle - y, Come, let me pet you, dear.

AGNES CHOATE WONSON

EDWARD A. MUELLER

Allegro

Oh, cat - er - pil - lar fur - ry, You seem in such a hur - ry;
Un - der - neath some leaf or stone, Do you live there all a - lone?

The Friendly Cow

ROBERT LOUIS STEVENSON

EDWARD B. BIRGE

Simply

The friend - ly cow, all red and white, I love with all my heart; —
— She gives me cream with all her might, To eat with ap - ple tart. —

Who Likes the Rain?

CLARA DOTY BATES

G. A. GRANT-SCHAEFER

In march time

“I,” said the duck, “I call it fun, For I have my lit - tle red rub - bers on; They
make a cun - ning three - toed track In the soft, cool mud! Quack! Quack! Quack!”

Baa, Baa, Black Sheep

ANIMALS

J. W. ELLIOTT

Andante mp

Baa, baa, black sheep, Have you an-y wool? Yes sir, yes sir, Three bags full;

fz

cresc. poco lento *rall. e dim.*

One for my mas-ter, One for my dame, But none for the lit-tle boy Who cries in the lane.

cresc. poco lento *rall. e dim.*

The musical score for 'Baa, Baa, Black Sheep' is written for voice and piano. It begins with a treble clef, a key signature of two sharps (F# and C#), and a 2/4 time signature. The tempo is marked 'Andante' and the dynamics 'mp'. The melody is simple and repetitive, with the lyrics 'Baa, baa, black sheep, Have you an-y wool? Yes sir, yes sir, Three bags full;'. The piano accompaniment features chords and single notes, with a 'fz' (forzando) marking. The second system includes dynamic markings 'cresc. poco lento' and 'rall. e dim.'.

GEORGE COOPER

Frogs at School

EDWARD B. BIRGE

Happily

Twen - ty frog - gies went to school, Down be-side a rush - y pool;

Twen - ty lit - tle coats of green, Twen - ty vests all white and clean.

The musical score for 'Frogs at School' is written for voice and piano. It begins with a treble clef, a key signature of two flats (Bb and Eb), and a 3/4 time signature. The tempo is marked 'Happily'. The melody is simple and repetitive, with the lyrics 'Twen - ty frog - gies went to school, Down be-side a rush - y pool;'. The piano accompaniment features chords and single notes. The second system includes the lyrics 'Twen - ty lit - tle coats of green, Twen - ty vests all white and clean.'.

TRADITIONAL

Shear the Sheep

J. W. ELLIOTT

Brightly

Shear the sheep and trim the tree, But let the lit - tle lamb go free.

The musical score for 'Shear the Sheep' is written for voice and piano. It begins with a treble clef, a key signature of two sharps (F# and C#), and a 4/4 time signature. The tempo is marked 'Brightly'. The melody is simple and repetitive, with the lyrics 'Shear the sheep and trim the tree, But let the lit - tle lamb go free.'.

EDITH LANHAM BOKELOH

My Hen

DANIEL PROTHEROE

Allegretto

mf

I love to watch my speck - led hen, With all her chicks a - bout her; And

see them scam - per when she clucks, What would I do with - out her!

JULIA W. BINGHAM

In Fairyland

JAMES H. ROGERS

Lively

mf

1. The Light - ning Bug, the Light - ning Bug, I won - der if you
 2. The Bum - ble Bee, the Bum - ble Bee, How swift - ly he can
 3. The But - ter - fly, the But - ter - fly, It's real - ly tru - ly

p

know How much the fair - ies love him? He is their ra - di -
 sail. He is the fair - ies' post - man, And car - ries all the
 so, He is the fair - ies' air - plane; They ride him to and

mf

o. The Light - ning Bug, the Light - ning Bug, The fair - ies' ra - di - o.
 mail. The Bum - ble Bee, the Bum - ble Bee; He car - ries fair - y mail.
 fro. The But - ter - fly, the But - ter - fly; They ride him to and fro.

The Zoo

G. A. GRANT-SCHAEFER

*Moderato**mf*

Of all the wild an - i - mals in the zoo, The
O, I'm ver - y fond of the po - lar bear, And

queer - est I think is the kan - ga - roo; The fierce old li - ons and
all of the an - i - mals ev - 'ry-where; I won - der what they would

ti - gers, too, Just stare and swish — their tails at you.
be a - bout, If cag - es were o - pened and they got out.

Five Little White Mice

MRS. F. A. B. DUNNING

GERMAN POPULAR AIR

Allargretto

Five lit - tle white mice Found a box full of rice; And they

went to the top, With a squeal and a hop, To eat all the rice They were

sure was so nice; Five lit - tle white mice In a box full of rice!

At the Circus

MAY MORGAN

ANICE TERHUNE

Very lively

Cir - cus folk have lots of fun, Wear - ing pret - ty span - gled things;
Rid - ing pranc - ing hors - es, too, Round and round and round the rings!

The Dove

W. OTTO MIESSNER

W. OTTO MIESSNER

Quietly

Fly, pret - ty dove, Far o'er the sea; Car - ry my
love To Dol - ly Ma - rie. Then hur - ry home, Fly, quick - ly;
Oh! Tell me my Dol - ly's well, Moth - er must know!

Humpty Dumpty

J. W. ELLIOTT

MOTHER GOOSE

Allegretto

p

Hump - ty Dump - ty sat on a wall, Hump - ty Dump - ty

had a great fall; All the king's hors - es and all the king's men,

p cresc. *fz*

Could - n't put Hump - ty Dump - ty to - geth - er a - gain.

Mary, Mary, Quite Contrary

W. A. WHITE

MOTHER GOOSE

Allegretto

Ma - ry, Ma - ry, quite con - tra - ry; How does your gar - den grow? "With

sil - ver bells and cock - le shells, And pret - ty maids all in a row."

MOTHER GOOSE

HORATIO PARKER

Allegro risoluto

f Hark, hark, the dogs do bark, The beg-gars have come to town.

Some in rags and some in tags And some in vel - vet gowns.

MOTHER GOOSE

The King of France

J. W. ELLIOTT

Allegretto moderato
With decision

f The King of France with four thou-sand men Draw their swords, and put them up a - gain.

MOTHER GOOSE

Old King Cole

OLD ENGLISH

Allegretto

Old King Cole was a mer-ry old soul, And a mer-ry old soul was he. He

called for his pipe And he called for his bowl And he called for his fid-dlers three. Twee-dee, twee-dee,

twee-dee, twee-dee, went his fid-dlers three; Twee-dee, twee-dee, twee-dee, twee-dee, went his fid-dlers three!

MABEL E. BRAY

Columbus

SPANISH MELODY

Brightly

O sing to Co-lum-bus, Who sailed o'er the sea, — To
find this bon-ny land of ours, The land for you and me! —

Hallowe'en

Words and Music by
Class in Public School Music,
New Jersey Teachers' College

Mysteriously

To-night we'll see some big black cats; And witch-es we will meet; — While
boys and girls in fun-ny clothes Will run a-bout the street. —

MABEL E. BRAY

Salute the Flag

OLD ARMY CALL

In marching tempo

Hold it up high, Close to the sky; Red, White and Blue, to you we are true.
Hats in your hand, Straight you must stand; Al-ways sa-lute the Red, White and Blue.

Thanksgiving Day

EDNA COBB DUTCHER

W. OTTO MIESSNER

Moderato

The pump-kin has not a word to say, The tur-key is feel-ing sad. To -

mor-row will be Thanks-giv-ing day; And how could they feel glad? And how could they feel glad?

NINA B. HARTFORD

Merry Christmas

NINA B. HARTFORD

Brightly

Mer - ry Christ-mas, Mer - ry Christ-mas On this bright and hap - py day.

Mer - ry Christ-mas, Mer - ry Christ-mas, All our stock-ings seem to say;

San - ta Claus did not for - get us, Such a lot of toys he left us,

Mer - ry Christ-mas, Mer - ry Christ-mas, O'er the whole wide world to - day!

Christmas Bells

EDITH L. BOKELOH

PAUL BLISS

Moderato

Ring the mer - ry, mer - ry bells, Their hap - py song of Christ - mas tells; Of

San - ta Claus and Christ - mas joys, And stock - ings brim - ming full of toys.

ANONYMOUS

The New Year

DANIEL PROTHEROE

*Allegretto giocoso**mf*

O, I am the lit - tle New Year, hol hol! Here I come trip - ping it o - ver the snow;

Shak - ing my bells with a mer - ry din, So o - pen the doors and let me in.

EDNA COBB DUTCHER

Lincoln

W. OTTO MIESSNER

Moderato

We love the name of Lin- coln, For him a song we sing; His
birth to - day we cel - e - brate, And grate - ful prais - es bring.

MABEL E. BRAY

Washington and the Flag

W. OTTO MIESSNER

Moderato

George Wash - ing - ton, George Wash - ing - ton, We sing to - day of you; You
George Wash - ing - ton, George Wash - ing - ton, We sing to - day of you, And
fought to make our coun - try free; You were our lead - er true.
wave on high our star - ry flag; Our own red, white and blue.

ANNA L. WHITMORE

Valentines

FRANZ SCHUBERT

Allegretto

Val - en - tines so bright and gay, We are send - ing out to - day,
With a mes - sage, "I love you; Tell me that you love me too!"

Making a Valentine

W. OTTO MIESSNER

W. OTTO MIESSNER

Brightly

Val - en - tine! Val - en - tine! Pic - tures bright and lac - es fine.

Val - en - tine! Val - en - tine! When it's made, I'll give you mine.

Easter Eggs

VIRGINIA BAKER

EDWARD B. BIRGE

Brightly

1. Eas - ter eggs! Eas - ter eggs! What a pret - ty sight; _____
 2. Eas - ter eggs! Eas - ter eggs! Tied with rib - bons gay; _____
 3. Eas - ter eggs! Eas - ter eggs! Dain - ty gifts I think; _____

Blue and gold and sil - ver, Lav - en - der and white.
 Brown and green and scar - let, Yel - low, mauve, and gray.
 Crim - son, lem - on, or - ange, Ol - ive, se - pia, pink.

An Arbor Day Tree

Author unknown

ANICE TERHUNE

Gently and wistfully

Dear lit - tle tree that we plant to - day, — What will you be when we're old and gray?

LINN MOORE MILLER

May Basket

LINN MOORE MILLER

Cheerful

A tis - ket, a tas - ket, a wee dain - ty bas - ket; All filled up with
 bon - bons and flow - ers so gay. — A tis - ket, a tas - ket, a
 pret - ty May bas - ket; All wait - ing for you on this hap - py May day. —

ANNA L. WHITMORE

Flag Day

BUGLE CALL, "ASSEMBLY"

Brightly

Sing a song a - bout our flag, See the col - ors wav - ing high.
 All sa - lute, all sa - lute, When the flag pass - es by.

SAMUEL F. SMITH

America

HENRY CAREY

Moderato

My coun - try! 'tis of thee, Sweet land of lib - er - ty, Of thee I sing; Land where my
 fa - thers died, Land of the Pil - grims' pride, From ev - 'ry — moun - tain side, Let free - dom ring.

MALCOLM DOUGLAS

The Big Drum

MARK SEELY

From "St. Nicholas" by permission of The Century Company

In marching tempo

A lit-tle man bought him a big bass drum, Boom, boom, boom!— "Who

knows," said he, "When a war will come?" Boom, boom, boom!— "I'm

not at all fright-ened, you un-der-stand; But if I am called on to fight for my land, I

want to be read-y to play in the band," Boom, boom, boom!—

Yankee Doodle

OLD SONG

Vivace

Yank-ee Doo-dle went to town, Up - on a lit-tle po - ny; He stuck a feath-er

in his cap And called it Ma - ca - ro - ni. Tra - la - la - la - la - la - la;

Tra - la-la - la - la - la, Tra - la-la - la - la - la-la, He called it Ma-ca - ro - ni!

Fiddles and Horns

MABEL E. BRAY

OLD FRENCH TUNE

Brightly

Brightly

"Mm," _____ The fid - dles sing; "Toot, toot-toot-toot-toot-toot," the

big horns ring! The fid-dles sing-ing, The horns a - ring-ing, "Mm,"

The musical score is written on two staves. The top staff is for Fiddles and the bottom staff is for Horns. Both staves are in the key of D major (two sharps) and 2/4 time. The Fiddle part includes a vocal line with the lyrics "Toot - toot, toot, toot" and a melodic line. The Horns part provides a rhythmic accompaniment with a series of eighth and sixteenth notes. The score is divided into two measures by a double bar line.

(Fiddles)

"Toot - toot, toot, toot" Mm Mm

(Horns) Toot - toot-toot-toot-toot - toot - toot-toot - toot - toot - toot - toot -

[illegible]

Swing Song

AGNES CHOATE WONSON

W. OTTO MIESSNER

Andantino

Swing high, Swing low, Swing fast, Swing slow;

I like to swing Best of an - y - thing!

Lead. * Lead. * Lead. * Lead. * Lead. * Lead. * Lead. * Lead. *

THOMAS WESTWOOD

The Child and the Sparrow

G. A. GRANT-SCHAEFER

With a swinging motion

mf (Child) (Sparrow)

Spar-row in the cher-ry tree, cher-ry tree, Won't you drop one down for me? Pre - sent - ly.

Sau - cy Spar-row, cease your fun, cease your fun, What! you're off, and gave me none! All are gone!

MOTHER GOOSE

Nineteen Birds

J. W. ELLIOTT

Moderato

1. Nine - teen birds and one bird more, Just make twen - ty and that's a score.

2. To the score then add but one; That will make just twen - ty one.

3. Now add two, and you will see, You have made up twen - ty three.

4. If you like these clever tricks, Add three more for twen - ty six.

5. Then three more, if you have time; Now you've got to twen - ty nine.

6. Twen - ty - nine now quick - ly take, Add one more and thir - ty make.

Playing Indian

BLANCHE JENNINGS THOMPSON

GEORGE LEROY LINDSAY

In Indian style

Hoo, hoo, hoo! Hoo, hoo, hoo! I'm an In-dian chief to -
Hoo, hoo, hoo! Hoo, hoo, hoo! I'm an In-dian squaw to -

day. I have a gun and tom - a - hawk, And a feath - er head-dress gay!
day. I have a lit - tle brown pa-poose, And a strings of beads so gay!

Sing Me a Song

CHRISTINA ROSSETTI

JAMES H. ROGERS

*In moderate time but without dragging**, a little faster*

Sing me a song. What shall I sing? Three mer - ry sis - ters,

, more slowly Danc - ing in a ring. Sing, sing, *, quite softly* Sing me a song.

My Scooter

BLANCHE JENNINGS THOMPSON

G. A. GRANT-SCHAEFER

*Allegretto**mf*

I have a new red scoot - er; You'd bet - ter clear the

track. I scoot down to the cor - ner, And then come scoot - ing back.

Looby Loo

OLD SINGING GAME

Allegretto

Here we dance, loo - by, loo, — Here we dance, loo - by, light, — Here we dance, loo - by,

loo, — All on a Sat - ur - day night.

1. I	put	my right hand	in, —	I
2. I	put	my left hand	in, —	I
3. I	put	my right foot	in, —	I
4. I	put	my left foot	in, —	I
5. I	put	my whole self	in, —	I

put my right hand out, — I give my right hand a shake, shake, shake, And turn my-self a bout. —
 put my left hand out, — I give my left hand a shake, shake, shake, And turn my-self a bout. —
 put my right foot out, — I give my right foot a shake, shake, shake, And turn my-self a bout. —
 put my left foot out, — I give my left foot a shake, shake, shake, And turn my-self a bout. —
 put my whole self out, — I give my whole self a shake, shake, shake, And turn my-self a bout. —

The Muffin Man

OLD SINGING GAME

Brightly

Oh, do you know the muf - fin man, The muf - fin man, The
 Oh, yes, I know the muf - fin man, The muf - fin man, The

muf - fin man; Oh, do you know the muf - fin man That lives in Dru - ry Lane?
 muf - fin man; Oh, yes, I know the muf - fin man That lives in Dru - ry Lane?

Did You Ever See a Lassie?

OLD SINGING GAME

Moderato

Did you ev - er see a las - sie, a las - sie, a las - sie, Did you ev - er see a

las - sie do this way and that? Do this way and that way, Do

this way and that way; Did you ev - er see a las - sie Do this way and that?

The Mulberry Bush

OLD SINGING GAME

Brightly

1. Here we go round the Mul - berry Bush, The Mul - berry Bush, the Mul - berry Bush;
 2. This is the way we clap our hands, We clap our hands, we clap our hands;
 3. This is the way we wash our hands, We wash our hands, we wash our hands;
 4. This is the way we brush our hair, We brush our hair, we brush our hair;
 5. This is the way we tie our shoes, We tie our shoes, we tie our shoes;
 6. This is the way we run a - way, We run a - way, we run a - way;

Here we go round the Mul - berry Bush, So ear - ly in the morn - ing.
 This is the way we clap our hands, So ear - ly in the morn - ing.
 This is the way we wash our hands, So ear - ly in the morn - ing.
 This is the way we brush our hair, So ear - ly in the morn - ing.
 This is the way we tie our shoes, So ear - ly in the morn - ing.
 This is the way we run a - way, So ear - ly in the morn - ing.

Round and Round the Village

OLD SINGING GAME

Gaily

1. Go round and round the vil - lage, Go round and round the vil - lage, Go
 2. Go in and out the win - dows, Go in and out the win - dows, Go
 3. Now stand and face your part - ner, Now stand and face your part - ner, Now
 4. Now fol - low me to Lon - don, Now fol - low me to Lon - don, Now

round and round the vil - lage, As we have done be - fore.
 in and out the win - dows, As we have done be - fore.
 stand and face your part - ner, And bow be - fore you go.
 fol - low me to Lon - don, As we have done be - fore.

Allegretto

Can you show me how the far - mer, Can you show me how the
Yes, I'll show you how the far - mer, Yes, I'll show you how the

far - mer, Can you show me how the far - mer Sows his bar - ley and wheat?
far - mer, Yes, I'll show you how the far - mer Sows his bar - ley and wheat.

London Bridge

OLD SINGING GAME

Allegretto

1. Lon - don Bridge is fall - ing down, Fall - ing down, fall ing down!
2. Build it up with i - ron bars, I - ron bars, i - ron bars!
3. I - ron bars will rust and break, Rust and break, rust and break!
4. Build it up with sticks and stones, Sticks and stones, sticks and stones!
5. Sticks and stones will soon fall down, Soon fall down, soon fall down!

Lon - don Bridge is fall - ing down, My fair la - dye!
Build it up with i - ron bars, My fair la - dye!
I - ron bars will rust and break, My fair la - dye!
Build it up with sticks and stones, My fair la - dye!
Sticks and stones will soon fall down, My fair la - dye!

By permission of The Thomas Charles Company

The Ring

J. W. ELLIOTT

Allegretto

We chil - dren form a flow - er - y ring, And in the cir - cle dance and sing; Not

one of us goes in or out, On - ly the blue - bell turns a - bout.

ANONYMOUS

The Field Daisy

EDWARD B. BIRGE

Simply

I'm a pret - ty lit - tle thing, Al - ways com - ing with the Spring; In the
mead - ows green I'm found, Peep - ing just a - bove the ground; And my
stalk is cov - ered flat, With a white and yel - low hat.

AGNES CHOATE WONSON

My Shingle Boat

W. OTTO MIESSNER

Moderato

I launched my shin - gle boat to - day, And lest it
might be blown a - way, I tied a string a - round it
tight, So it could not sail out of sight.

Extremes

JAMES WHITCOMB RILEY

MARSHALL BARTHOLOMEW

Con fuoco

mf *f*

A lit - tle boy once played so loud, da, da, da, da, da, da, da, da,

The first system of the musical score for 'Extremes'. It features a treble and bass staff in 4/4 time. The melody begins with a mezzo-forte (*mf*) dynamic and a 'Con fuoco' tempo marking. It includes accents and a crescendo leading to a forte (*f*) section.

mf

Boom! Boom! Boom! That the thun - der up in a thun - der cloud,

The second system of the musical score. The melody continues with a mezzo-forte (*mf*) dynamic and accents.

f *mf*

da, da, da, da, da, da, da, da, Boom! Boom! Boom! Said, "Since I can't be

The third system of the musical score. It features a forte (*f*) dynamic followed by a mezzo-forte (*mf*) section.

heard, Why then, I'll nev - er, nev - er thun - der a - gain;"

The fourth system of the musical score. The melody concludes with a half note and a quarter rest.

f

da, da, da, da, da, da, da, da, Boom! Boom! Boom!

The fifth system of the musical score. It features a forte (*f*) dynamic and accents, ending with a final cadence.

pp *delicato* (fingers on lips) *ppp* *mf*

And a lit - tle girl once kept so still, That she

heard a fly on the win - dow sill, Whis - per and say to a

la - dy bird, "She's the still - i - est child I ev - er heard!" *sempre pp*

(fingers on lips)

LINN MOORE MILLER

Fiddle and I

LINN MOORE MILLER

Brightly

We'll sing of the days that are hap - py and glad, We'll

sing of the sun - ni - est weath - er; I draw on the strings and my

fid - dle it sings; Just fid - dle and I to - geth - er!

The New Bonnet

AGNES CHOATE WONSON

MABEL E. BRAY

Andantino

I have a new bon-net with gay flow-ers on it; I'll wear it to -

mor - row, if pleas - ant the day. I have a new bon - net With

gay flow-ers on it; I hope that to - mor - row will be a fine day!

Little Betty Blue

TRADITIONAL

W. OTTO MIESSNER

In waltz time

Lit - tle Bet - ty Blue, lost her hol - i - day shoe;

What will poor Bet - ty do? What will poor Bet - ty

do? Why give her an - oth - er, to match the oth - er, And

then she will walk with two, And then she will walk with two.

Little Fishes

LINN MOORE MILLER

LINN MOORE MILLER

Simply

Lit - tle fish - es in the sea, Where it's deep, deep,
Lit - tle fish - es in the sea, Far a - way, a -

deep; And the si - lent moon-beams creep; Do you sleep, sleep, sleep?
way; Does a lit - tle morn - ing ray, Tell you when it's day?

Ten Pretty Maidens

TRADITIONAL

W. OTTO MIESSNER

Allegretto

A - round the green grav - el The grass grows so green, And ten pret - ty

maid - ens are fit to be seen. Wash them in milk, Dress them in

silk, And the first to go down shall be mar - ried.

* This is a circle game with all players squatting down at the last phrase.

My Zither

CAROL POWELL

OLD ITALIAN SONG

Andantino

I have a lit - tle zith - er, It is with me all the day, — And

when my toil is o - ver, Such mer - ry tunes I play. —

The Wind Mill

NURSERY RHYME

W. OTTO MIESSNER

Moderato

Blow, wind, blow! — The wheels must go, — Grind - ing flour from the farm - er's

wheat; — Then the bak - er will take it, Will knead it and bake it, And loaves of good bread we shall

eat; — And loaves of good bread we shall eat. —

IX. ROTE SONGS FOR AURAL OBSERVATION
(Phrase Structure and Pitch Relations)

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ANONYMOUS

Robin

MABEL E. BRAY

Moderato

Rob - in Red Breast, on the ground, Sings a - bout the rain. _____

Fly up in a tree, dear sir! Call the sun a - gain! _____

The musical score for 'Robin' is in 4/4 time, key of B-flat major. It consists of two systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The vocal line is written in a simple, clear style with lyrics underneath. The piano accompaniment consists of chords and single notes. The first system ends with a repeat sign, and the second system ends with a final double bar line.

ENGLISH NURSERY RHYME

Cherries Ripe

ENGLISH FOLK TUNE

Brightly

Cher - ries ripe! _____ cher - ries ripe! _____ Who will buy my cher - ries ripe? _____
Cher - ries ripe! _____ cher - ries ripe! _____ I will buy your cher - ries ripe. _____

Ber - ries red! _____ ber - ries red! _____ Who will buy my ber - ries red? _____
Ber - ries red! _____ ber - ries red! _____ I will buy your ber - ries red. _____

The musical score for 'Cherries Ripe' is in 4/4 time, key of B-flat major. It consists of two systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The vocal line is written in a simple, clear style with lyrics underneath. The piano accompaniment consists of chords and single notes. The first system ends with a repeat sign, and the second system ends with a final double bar line.

ANONYMOUS

Blossoms

MABEL E. BRAY

Happily

Ap - ple blos - soms pink and white, _____ Cher - ry blos - soms too, _____

Make the world a love - ly place, _____ Sweet and bright for you. _____

The musical score for 'Blossoms' is in 4/4 time, key of B-flat major. It consists of two systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The vocal line is written in a simple, clear style with lyrics underneath. The piano accompaniment consists of chords and single notes. The first system ends with a repeat sign, and the second system ends with a final double bar line.

OLD RHYME

Now the Time Has Come For Play

GERMAN FOLK SONG

In marching time

Now the time has come for play; Let the lead - ers show the way.

Ev - 'ry - bo - dy in a row; Left foot for - ward, off we go.

MABEL E. BRAY

Baby Doll

MABEL E. BRAY

Moderato

I love my Ba - by Doll the best, She talks and shuts her eyes; — She

turns her head and bends her arms, And when I pinch, she cries. —

VIRGINIA BAKER

Sunset

CHARLES L. SCHULER

Slowly

Slow the sun now sinks from sight; Soon for us it will be night;

For - eign coun - tries far a - way — While we sleep are hav - ing day.

CHRISTINA ROSSETTI

Mouse Cousins

THE MODERN MUSIC SERIES

Moderato

The cit - y mouse lives in a house; The gar - den mouse lives in a bower; He's
The cit - y mouse eats bread and cheese; The gar - den mouse eats what he can; We
friend - ly with the frogs and toads, And sees the pret - ty plants in flower.
will not grudge him seeds and stalks, Poor lit - tle tim - id fur - ry man.

Polly's Piano

THE MODERN MUSIC SERIES

Moderato

Pret - ty keys, all black and white, Christ - mas brought for my de - light;
Lit - tle tunes on you I play, Tunes that sweet - er grow each day.

REBECCA B. FORESMAN

The Silk Worm

THE MODERN MUSIC SERIES

Moderato

Here's a bus - y lit - tle spin - ner Work - ing hard to earn her din - ner,
I am sure she nev - er guess - es What be - comes of all her dress - es.

The Star

THE MODERN MUSIC SERIES

Quietly

O star that climbs the west - ern sky, At twi - light ev - 'ry day, When

dol - lie goes to sleep, and I must put my toys a - way.

TRANSLATED FROM THE GERMAN

The Reason Why

GERMAN FOLK SONG

Brighly

1. Once there was a lit - tle fel - low Gai - ly dressed in
 2. Once a lit - tle crim - son clo - ver Used to hear this
 3. "Tell me," said the lit - tle clo - ver, "Why you sing the
 4. "That's my song of thanks for man - y Dai - ly gifts of

gold - en yel - low; Zum, zum, zum, zum, Zum, zum, zum, zum, Was his song.
 jol - ly ro - ver; Zum, zum, zum, zum, Zum, zum, zum, zum, All day long.
 same song o - ver; Zum, zum, zum, zum, Zum, zum, zum, zum, Thro' the hours?"
 sweet - est hon - ey, Zum, zum, zum, zum, Zum, zum, zum, zum, From the flow'rs."

ANNA M. PRATT

Buttercups

J. P. CRONHAMM

Moderato

But - ter - cups can al - ways tell wheth - er we love but - ter well;

If we don't or if we do But - ter - cups will tell us true.

Sonata in D
(Running)

FRANZ JOSEPH HAYDN

Allegro assai

First system of the Sonata in D (Running) by Franz Joseph Haydn. The tempo is *Allegro assai*. The key signature is D major (two sharps) and the time signature is 2/4. The first system consists of two staves. The right staff begins with a piano (*p*) dynamic and features a series of eighth and sixteenth notes, including some beamed sixteenth-note runs. The left staff provides a rhythmic accompaniment with eighth notes and rests. The system concludes with a repeat sign.

Marche Heroique
(March)

FRANZ SCHUBERT

Allegro ma non troppo

First system of the Marche Heroique (March) by Franz Schubert. The tempo is *Allegro ma non troppo*. The key signature is B-flat major (two flats) and the time signature is common time (C). The first system consists of two staves. The right staff begins with a forte (*f*) dynamic and features a series of chords and eighth notes, with the instruction *sempre staccato* (always staccato). The left staff provides a rhythmic accompaniment with eighth notes and rests. The system concludes with a repeat sign.

Second system of the Marche Heroique (March) by Franz Schubert. The right staff continues with chords and eighth notes, with a forte (*f*) dynamic. The left staff continues with eighth notes and rests. The system concludes with a repeat sign.

Third system of the Marche Heroique (March) by Franz Schubert. The right staff continues with chords and eighth notes, with a piano (*p*) dynamic. The left staff continues with eighth notes and rests. The system concludes with a repeat sign.

Fourth system of the Marche Heroique (March) by Franz Schubert. The right staff continues with chords and eighth notes, with a piano (*pp*) dynamic. The left staff continues with eighth notes and rests. The system concludes with a repeat sign.

Sonatina
(Walking, Curtsy)

RHYTHM PLAY

Poco allegro

ROBERT SCHUMANN

p

cresc.

fp

Gavotte
(Running, Whirling
Leaves or Snowflakes)

FRANÇOIS J. GOSSEC

Allegretto

p con grazia

cresc.

mf

f

rit.

p accel.

f

Military March

FRANZ SCHUBERT

Allegro vivace

① *f*

sf ② *p*

③ *fp* *cresc.* *f* ④

⑤

1 2

Turkish March
From the Sonata in A Major

WOLFGANG AMADEUS MOZART

Allegretto

p

1

2

mf

3

4

p

5

cresc.

f

6

p

7

8

sf

f

sf

Cradle Song

EDVARD GRIEG

Allegretto tranquillo

Musical score for "Cradle Song" by Edvard Grieg, in 2/4 time. The tempo is *Allegretto tranquillo*. The score is written for piano and bass staves. The key signature has one sharp (F#). The piece begins with a piano (*p*) and *pp* dynamic. It features several triplets (marked with a '3' and a bracket) and articulation marks (marked with an asterisk '*'). The score is divided into four measures, each starting with a circled number (1, 2, 3, 4). The piece concludes with a *rit.* (ritardando) marking.

Gavotte

CHRISTOPH W. VON GLUCK
From the Ballet "Don Juan"*Allegro moderato*

Musical score for "Gavotte" by Christoph W. von Gluck, in 4/4 time. The tempo is *Allegro moderato*. The score is written for piano and bass staves. The key signature has one sharp (F#). The piece begins with a piano (*p*) dynamic. It features several measures of music, each starting with a circled number (1, 2, 3, 4). The score includes articulation marks (marked with a double line) and a crescendo (*cresc.*) marking. The piece concludes with a *mf* (mezzo-forte) dynamic.

Soldiers' Chorus

TOY ORCHESTRA

GIUSEPPE VERDI
From "Il Trovatore"*Allegro moderato maestoso*

①

The first system of the 'Soldiers' Chorus' features a treble and bass staff in 4/4 time. The treble staff contains a melody with eighth and sixteenth notes, accented with '>' marks. The bass staff provides a harmonic accompaniment with chords and single notes.

②

The second system continues the melody and accompaniment. The treble staff shows a continuation of the eighth-note pattern, while the bass staff maintains the harmonic support.

③

The third system shows the melody moving through various intervals, with the bass staff providing a steady accompaniment.

④

The fourth system concludes the first four measures of the chorus, with the treble staff ending on a half note and the bass staff on a quarter note.

Original version

Minuetto

GEORGE FREDERICK HANDEL

Allegretto vivace

① *f*

The first system of the 'Minuetto' is in 3/4 time. The treble staff features a melody with trills (tr) and slurs. The bass staff has a simple accompaniment of eighth notes.

②

The second system continues the minuet, showing a repeat sign and a second ending marked with a circled '2'. The melody in the treble staff is lively and rhythmic.

Two systems of musical notation for a Toy Orchestra. The first system contains measures 1 through 6, and the second system contains measures 7 through 8. The music is in 3/4 time with a key signature of one flat (Bb). The notation includes treble and bass staves with various musical symbols such as notes, rests, and dynamic markings like *f* (forte) and *sf* (sforzando). Measure numbers 3, 4, and 8 are circled. The piece concludes with a double bar line and a repeat sign.

Minuet
From Symphony in Bb, No 12

FRANZ JOSEPH HAYDN

Two systems of musical notation for a Minuet. The first system contains measures 1 through 6, and the second system contains measures 7 through 8. The music is in 3/4 time with a key signature of one flat (Bb). The notation includes treble and bass staves with various musical symbols such as notes, rests, and dynamic markings like *f* (forte) and *sf* (sforzando). Measure numbers 1, 2, 3, 4, and 8 are circled. The piece concludes with a double bar line and the word "Fine".

Two systems of musical notation for a Trio. The first system contains measures 1 through 6, and the second system contains measures 7 through 8. The music is in 3/4 time with a key signature of one flat (Bb). The notation includes treble and bass staves with various musical symbols such as notes, rests, and dynamic markings like *p* (piano) and *sf* (sforzando). Measure numbers 5, 6, 7, and 8 are circled. The piece concludes with a double bar line and the word "Fine".

D. C. al Fine

Andantino

p

1 *tr* *p*

2 *tr* *Fine*

mf

p

cresc. *f* *D.S. al Fine*

Northern Song

Like a Folk Song

Greeting to the composer, Gade

ROBERT SCHUMANN

G A D E

p

Valse

FREDERIC CHOPIN

Lento

① *p*

②

Carmen's Castanet Song

GEORGES BIZET
From "Carmen"

Allegretto moderato

①

②

③

④

⑤

⑥

Ciribiribin

A. PESTALOZZA

Introduction
Moderato

(Orchestra begins)

mf *p* *mf* *p* *cresc.* *f* *p* *p*

Roses from the South
(Second Strain)

JOHANN STRAUSS

Waltz

p *p*

First system of a musical score for Toy Orchestra. It consists of two staves. The upper staff is in treble clef with a key signature of two flats (B-flat and E-flat) and a common time signature. It begins with a mezzo-forte (*mf*) dynamic marking. The lower staff is in bass clef with the same key signature and time signature. The music features a series of chords in the upper staff and a continuous eighth-note pattern in the lower staff. The system concludes with a double bar line and two first/second endings.

March of The Three Kings
(The Magi)

OLD FRENCH CHRISTMAS CAROL

Second system of a musical score for Toy Orchestra, titled "March of The Three Kings (The Magi)". It consists of four staves. The first two staves are in treble clef with a key signature of three flats (B-flat, E-flat, and A-flat) and a 4/4 time signature. They begin with a *Maestoso* tempo marking and a forte (*f*) dynamic. The next two staves are in bass clef with the same key signature and time signature. The music is a march, featuring a steady eighth-note pattern in the lower staves and a melody in the upper staves. The system concludes with a double bar line.

Andante

LUDWIG van BEETHOVEN
From the Sonata "Pathétique"

Andante cantabile
dolce

Confidence

FELIX MENDELSSOHN

Moderato
mf

cresc.

cresc. *al* *ff* *dim.* *rit.* *p*

Theme from Sonata

WOLFGANG AMADEUS MOZART

Andante grazioso

p

fz *p*

mp *fz* *fz* *fz* *p*

fz *p* *f*

Slumber Song

TO BE PLAYED FOR THE CHILDREN

ROBERT SCHUMANN

Allegretto

p

Ped. Ped. Ped. Ped. Ped. Ped. Ped. *

Ped. Ped. Ped. Ped. Ped. Ped. Ped. l.h. Ped. Ped.

Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped.

Mazurka

FREDERIC CHOPIN.

Simplice

p

Ped. Ped. Ped. Ped. Ped. Ped. Ped. *

Ped. Ped. Ped. Ped. Ped. Ped. Ped. l.h. Ped. Ped.

Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped. Ped.

PART THREE

GENERAL SUGGESTIONS

I. Introduction

Coming from home, where he has been the central interest and where his preferences have always received consideration, the child finds in the kindergarten that he is a member of a larger group to which he must adjust himself. Music has always been recognized in the kindergarten as an essential means of achieving group spirit.

It has been the purpose of the authors of this book to provide the teacher with material through which she may utilize the natural tendencies of the little children, such as play, imitation, and the various kinds of physical reactions to music. This material is within the mental compass of the average kindergarten child. There are songs relating to activities and experiences which fall within the common observation of the children, beginning with home and household occupations, pets, toys and friends, and leading out into community life and activities. (This follows the social program for the kindergarten and first grade.) Songs are included also which arouse and satisfy the imagination, some which cultivate a sense of humor, as well as others of a purely poetic character.

By the end of the kindergarten year the children will find pleasure in participating in rhythmic activities, in singing, and in listening to music. They should also have gained the ability to express their reactions to rhythms by bodily movements, to play their toy instruments rhythmically, and to sing simple songs.

The aims of music instruction in the first grade have been stated in the Standard Course of Study. The Music Hour particularly emphasizes musical values in the earliest lessons.

II. Rhythm Play

The mood and spirit of the music appealing directly to the children will awaken in each child a response which he may freely express. The imagination of some children will lead them to spontaneous drama-

tizations, while others will sway to the rhythm, or dance, or merely listen with pleasure. The rhythm of the music, the text of the song, or the title of the selection may serve to determine the character of the reactions. One child's response will often stimulate and suggest activities to the other children.

The wide range of topics provided for the little children in their early school life offers a variety of mood experiences which should be intensified through music. The rhythmic activities customarily outlined for the kindergarten include the following: walking, running, trotting, jumping, hopping, skipping, galloping, gliding, swaying, whirling, clapping, throwing, waving flags, see-saw, etc.

Some variations which help in holding interest and in associating the action with the music are suggested as follows: fast and slow, soft and loud, stepping high, walking through deep snow, marching like soldiers, tripping like fairies, striding like giants, stepping sidewise, jumping rope, rowing, following a leader, forming lines, forming several lines with leaders, and many forms of impersonation and imitation. The activities of the first grade are a development of those of the kindergarten, and are in accord with the general growth of the children. The free responses of the children in the rhythmic play of the first two years lead naturally to a more organized expression, which is gradually developed through free rhythm play, singing games, and dances in the succeeding years.

The instrumental music for rhythm play and dramatic interpretation was chosen with the thought of contributing directly to the child's appreciation of music. Every selection is a standard composition which the children will be glad all their lives to have learned in their first years of school.

III. The Toy Orchestra

In order ultimately to make children conscious of music as something interesting and important in their lives, and to lead them to discover and realize

and feel music as something through which they may express themselves, it is necessary to make many contacts through the play spirit during the first two years in school. The toy orchestra is now recognized as a delightful approach to music appreciation, as well as a direct means of stimulating an interest in instrumental music, particularly an interest in orchestral instruments. At first the "Kindergarten Band" was thought by teachers to be only a phase of rhythmic training, but as the children used the instruments the music supervisor came to realize that the toy orchestra has larger values and that much more than rhythm sensing and expression can be developed from this popular activity.

In the kindergarten the rhythmic expression is to be sought first. The sensing of different rhythms, and their expression through playing, will occupy the first part of the year. But later the use of the softer-toned instruments in certain sections of pieces (contrasting with the heavier-toned instruments), the different tempos suggested by different types of music, and the choice of instruments with which to interpret different types of music — all of these phases of toy orchestra playing in the kindergarten and first grade provide a real approach to music appreciation.

The playing of the children should be spontaneous always, and a spirit of fun should prevail. "Team work" which will result from playing together is a strong factor in developing greater group consciousness and the spirit of play.

The Music Hour provides standard selections for the kindergarten and first grade toy orchestra. A foundation for music understanding and appreciation is here being laid through playing as well as through listening and singing.

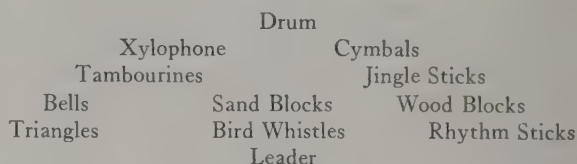
The Instruments

If the toy orchestra is to contribute to the music appreciation of the children, it is necessary that instruments of good quality be used. The best toy instruments or even good semi-professional instruments will be found to repay fully the extra expense. Inexpensive instruments of the better order are now being made and sold for school use.

A good balance of tonal effect is essential to the success of the toy orchestra. The following grouping will be found satisfactory for a class of thirty children:

- 2 bird whistles
- 3 triangles
- 4 pairs jingle bells
- 4 pairs jingle sticks
- 2 tambourines
- 1 pair cymbals
- 1 Chinese wood-block
- 1 maple bar xylophone
- 3 pairs sand blocks
- 8 pairs rhythm sticks
- 1 drum

Seating Plan



Playing the Selections

The music for the toy orchestra in this book is marked phrase-wise by number. The possibilities for the orchestration of each selection may thus easily be studied by the teacher before she presents the music to the children. She can then decide the appropriateness of different instruments as they are proposed by the children.

It is understood that almost from the beginning the children should be encouraged to assist in choosing the instruments which they consider appropriate to the mood and spirit of the different portions of the music. The clever teacher will find that infinite variety is possible, and will take great pleasure in developing the skill of her children in using the instruments, in following the director in the interpretation of the selections, and in working out their own orchestrations.

The orchestration of the "Don Juan" minuet is shown in order to suggest to the teacher how the orchestrations may be organized, how to secure desirable effects, and how to record the chosen instrumentation. Sometimes the teacher will find that with her particular group she can secure more and sometimes less variety than in the orchestration shown by the suggested arrangement given here. She should of course encourage her class, but should not ask these little children to do more than they can do with freedom and in the spirit of fun. As soon as the toy orchestra becomes hard work it loses its values.

SUGGESTED INSTRUMENTATION

MINUET, "DON JUAN," BY MOZART

1 $\frac{3}{4}$

R.S. Tr. R.S. Tr. R.S. Tr. R.S. Tr.

2

R.S. Tr. R.S. Tr. R.S. Tr. R.S. Tr. Tr. Tr.

J.S. & Bells J.S. & Bells J.S. & Bells J.S. & Bells G G G

G Cym. Cym.

3

R.S. R.S. R.S. R.S.

Birds Birds Birds Birds

J.S. & Bells J.S. & Bells J.S. & Bells J.S. & Bells

Xyl. Xyl. Xyl. Xyl.

Dr. Dr. Dr. Dr.

4

R.S. Tr. R.S. Tr. R.S. Tr. R.S. Tr. Tr. Tr.

Birds Birds Birds Birds

J.S. & Bells J.S. & Bells J.S. & Bells J.S. & Bells

Xyl. Xyl. Xyl. Xyl.

G G G G

Tam. WB WB

Bl. Bl.

S.B. S.B.

Cym. Cym.

Dr. Dr.

Key to Instrumentation

R.S. — Rhythm sticks	S.B. — Sand blocks only
Tr. — Triangle	G — Gong
Tam. — Tambourines	Xyl. — Xylophone
B — Bells, including jingle sticks	Cym. — Cymbals
WB — Wood block	Dr. — Drums
Bl. — Plain blocks and sand blocks (unless otherwise indicated)	Birds — Bird whistle
	J.S. — Jingle sticks

Directions and Code

Each instrument should play only where indicated. For example:

Tr. means that the triangles play only on indicated beat.

R.S. means that the rhythm sticks play on each beat.

Suggestions

Where there are repetitions of sections of a selection, the teacher should arrange with the children to play once softly and the other time with a bigger tone, etc., in order to give the rendition more variety.

The above instrumentation, which was selected by a kindergarten class, is only a suggestion, and may be very different from that chosen by another group of children.

IV. Music Appreciation

Since music is used so generally to accompany every phase of the day's activities, there is here a challenging opportunity for developing true music appreciation. This implies the ability to enter freely into rhythmic interpretation, to sing beautifully in the true spirit of the song, to listen with pleasure, and to follow the mood or story of the music. Every piece of music that he hears, every song that he sings, and every selection which he interprets rhythmically or dramatically should contribute actively to the child's appreciation of good music.

The mood appeal of music begins when little children notice the difference between a march and a lullaby. The contrast of major and minor almost always brings to them a very decided change of mood. Children will soon distinguish mood variations in music through listening to the "fairy music." The music of the elves, brownies, and good fairies, which is dainty, sweet, and happy, will be contrasted with that of the witches, goblins, gnomes, etc., which is weird, harsh, and unhappy. Songs about autumn winds contrast sharply with those about spring flowers or birds.

The approaches to music appreciation in the kindergarten and first grade may be given as follows:

- (1) *Singing.* The songs should be sung as beautifully as possible, with every effort to produce a good tone quality and clear pronunciation of the words. The children should be trained to sing the song with attention to the flow of phrases. The spirit of the song, expressed by the words, should be reflected in the tone quality, the rhythmic accentuation, and the tempo.
- (2) *Rhythm Play.* Through motor responses to the rhythm of the music the child becomes an actual part of the music which he recreates by his activity. By means of dramatizations he also identifies himself with the composition. The application of this approach to appreciation is discussed at length under the caption, "Rhythm Play."
- (3) *The Toy Orchestra.* The ways in which the toy orchestra contributes to music appreciation are discussed in detail under "The Toy Orchestra."

- (4) *Listening.* The listening lesson should aim to present music clearly related to the child's own familiar moods and experiences. The children are familiar with the idea of a lullaby, for instance. By hearing a number of selections expressing this idea they become aware of the power of music to express the mood of a lullaby. This is true also in relation to other childish experiences, such as marching, imitating fairies and animals, and expressing other phases of their imaginative life.

The following classified list of recorded compositions is offered as a suggestion to the teacher in selecting material in addition to that in the book, illustrative of the various topics of the year.

TOPICAL ASSIGNMENT FOR KINDERGARTEN AND FIRST GRADE

Animal and Fowl	No.
The Bee — Schubert	20614
Br'er Rabbit — MacDowell	22161
Art Songs to Be Sung to Children	
Songs for Children — Grant-Schaefer — Riley-Gaynor	20738
Art Song Cycles — Miessner	20441
Cycle of Seasons	
Snowballing (La Czarine) — Ganne	20430
Spring Song — Mendelssohn (See II-III)	20195
Fairy World	
Caprice — Ogarew	20614
The Fairies — Gaynor	20738
Gnomes — Reinhold	19882
In the Hall of the Mountain King — Peer Gynt Suite — Grieg	20245
Minute Waltz (Happy Fairies) — Chopin	20614
The Witch — Tschalkowsky, and Elfenspiel — Kjerulf	20399
Holidays and Festivals	
Adeste Fideles, Nazareth, The First Nowell	20174
Moods	
Aloha Oe — Hawaiian, and From the Land of the Sky — Blue Water — Cadman	1115
Adeste Fideles	20174
Badinage — Herbert, Humoresque — Dvořák, Minuet — Beethoven	20164
Believe Me, If All Those Endearing Young Charms — Irish, and Stars of the Summer Night — Woodbury	21938
Caprice — Ogarew	20614
Minuet in G — Paderewski	20169
Old Folks at Home — Foster, and Home, Sweet Home — Bishop	4007
Sweet and Low — Barnby, and Rock-a-bye Baby — Traditional	20174
Waltz, No. 2 — Brahms	20162

Mother Goose	No.
Songs for Children	20212
Nature	
To a Water Lily, and To a Wild Rose — MacDowell	22161
Wind Amongst the Trees — Briccialdi, and At the Brook — Boisdeffre	20344
Play, and Rhythm Play	
Andante "Surprise" Symphony — Haydn (See IV-V)	7059
Anitra's Dance — Peer Gynt Suite — Grieg	20245
Boating on the Lake — Kullak	20401
Gavotte — Popper	20164
Knight of the Hobby-Horse — Schumann	20399
Lullaby — Brahms, and Rock-a-bye Baby — Traditional	20174
Marionnettes — Glazounow	20914
Minuet — Paderewski	20169
Mirror Dance — Gounod, and Peasants' Dance — Schytte	20399
Omaha Indian Game Song	20164
Persiflage — Francis	20914
Run, Run, Run — Concone	20162
Spinning Song — Kullak, The Little Hunters — Kullak, The Wild Horseman — Schumann	20153
Turn Around Me	21620
Waltz in A flat — Brahms, Skaters' Waltz — Waldteufel, Minuet — Mozart, Amaryllis — Ghys	21938
Story in Music	
Of a Tailor and a Bear — MacDowell	20153
Postilion — Godard, The Clock — Kullak	20399
Toy Orchestra	
Legend of the Bells — Planquette	20164
Menuet in G — Bach (See II-III)	1136
Minuet — Mozart	21938
Rendez-vous — Aletter, and La Czarine — Ganne	20430
Turkish March — Mozart (See II-III)	1193
Waltz in A flat — Brahms, Amaryllis — Ghys, Skaters' Waltz — Waldteufel	21938

V. The Voice of the Kindergarten Child

The voice of the little child is extremely fine and delicate, and should have no strain whatever put upon it. The quality of the true "child voice" is high, thin, and often even shrill. It is never heavy or low. The singing voice of a child is his "head-voice." Many children have never sung a "head-tone" before they come to school. When they try to sing, they use either the "chest-voice" or the speaking voice. Their parents say: "My child cannot sing high." *No one can sing high with a "chest-tone."*

The idea that children in kindergarten cannot be taught to sing well has been disproved. There is much very beautiful singing in the kindergartens where the teachers themselves can sing and know how to catch the singing voices of the children. Also the old conception that the singing of little children

must at first be loud and unpleasant in quality has fortunately given way to a new idea that singing is putting into beautiful tone the thought that is to be expressed.

Even the smallest children enjoy hearing the teacher when she sings to them with sweet tones. "Birds sing sweetly and so do we!" "What a beautiful song-story this is!" The desire to express the thought of a lullaby or a prayer will in itself help the children to make that expression beautiful. Harsh, ugly singing must have no place in school. The children are not permitted to use vulgar language in order that they may be free in self-expression. No more should they be allowed to use vulgar tones in musical expression.

VI. "Catching" the Head Voice and Aiding the Monotones

Nearly all monotones may be grouped in one of three classes:

- (1) Those who have not yet found their singing voices.
- (2) Those who are inattentive to pitch, or who do not yet recognize the difference in pitch.
- (3) Those who still lack coördination of the vocal muscles.

A bad ear is very rare, and is usually caused by some physical disability, such as defective speech, tongue-tied condition, partial deafness, adenoids, etc., etc. A fourth classification includes those children who may have physical defects. These should be treated by medical specialists and should not be required or even allowed to try to sing unless so advised by the physician.

The First Group

All children should be treated at first on the supposition that they belong to the first class; *i.e.*, that they have not yet found their singing voices. As is stated above, the singing voice of a child is his head voice, and most children have never sung a head tone before they come to school. It is very easy, generally, to show a child where his head voice is. Of course, the *teacher* must have the idea herself and must be able to produce a good tone. There are

many simple devices of which the following are intended only to be suggestive:

- (1) "Squeal" on high G or F, on "Nee-nee-nee."
Ask the child to place his finger on the bridge of his nose to "feel" the tone there. Tell him to squeal "very high in his head." Imitate a little mouse with a very fine squeal.
- (2) "Bark" (really squealing). "Bow-wow-wow" on the same high tones, feeling the tone in the same place as the squealing. "Bark" very high, like the bark of a very tiny dog, going higher and higher. A very little mouse, too, squeals with a tiny, high tone.
- (3) "Meow." "Who can be the littlest kitten?" "Meow" as high as possible. Praise the littlest, highest tones.
- (4) *Whistles*. Imitate very high, "little fine whistles." Place hand on top of the head to "feel" the tone there.
- (5) *Blow bugles* on high F, F-sharp, G, etc. Then down to C, third space. "Toot-toot-toot!"
- (6) *Imitate winds*—"Whee-whee!" very high. "Who can make the sound of the very littlest, highest winds?" "Oo—Oo—," very soft and very high. "Who can make the softest and highest?"
- (7) *Imitate street vendors*, but *begin high!!* (You can never catch the head voice by dragging up the chest voice. If children sing low, they will use their chest voice.) No one can sing high with the chest voice, and by beginning high the start will be made with the head voice. "Ap-ples! Ap-ples!" etc.
- (8) *Play violin*. Sing "Me" very high and imitate the motion of playing violin. Form an "orchestra" of those who play best. Competition is a wonderful help.
- (9) *Ring bells*. Begin high! Ding, dong, etc.
"Who has the highest, clearest, sweetest bells?" Form an "orchestra" of bells.
- (10) *Imitate "Tweeting" of birds*: very high. Suggest different birds, some higher than others. Form a "Bird's chorus."
- (11) *Imitate Animals and Fowl*: Always give the high pitch first.
- (12) *Sing Phrases of Words* on one high tone.
(a) First "Squeal" high: "Nee-nee-nee."
(b) Then put words on same tone, in *same place!* Use such phrases as: "Fly away."
- (13) *Vocalize a Phrase of a Song*.
(a) On "Me, me, me, me" (To feel the nasal placing).
(b) On "Bow-wow-wow-wow."
(c) On "Tra-la-la-la."
(d) Then use words.
- (14) Play Echo.
(a) Teacher sings; children echo.
(b) Good singer sings; class echo.

(c) Good group sings; poor group echo (Not often in a group).

(Children imitate each other better than they imitate the teacher.)

(15) *Competitive Games*:

(a) "Who can 'squeal' best today?"

(b) "Who is the very best *little* dog?" (or mouse; or bird)

NOTE. These "games" should be used as play in connection with the day's topic.

The above devices, and many others which will suggest themselves from the use of these, are the best "voice training" for the first months of school, for the good singers as well as the poor. The head voice will be "caught" easily in this way, with most of the children. No child should be allowed to sing with a heavy, throaty tone.

The Second Group

The children of the second group (those who are inattentive to pitch) not only do not know the use of their head voices, but also do not respond entirely to the above given devices. These children must first be given the *idea of up and down*. In the beginning all the children should be treated as belonging under the first class. Then those who after a reasonable time do not seem to notice "high" and "low" should be helped in other ways. This must always be done individually.

- (1) *Motion up and down with hand* as teacher sings up and down.
- (2) *Stand on toes*, to sing "up high."
- (3) *Play games*:
(a) Teacher sings two words; child tells which is higher.
(b) When another child squeals high, the monotone jumps; when he squeals low, the monotone runs, etc., etc.
- (4) *Marks put on board by teacher*:
Child points to high one and sings high, etc.
- (5) *Games with toy instruments*:
Teacher strikes triangle and bells, child tells which is higher.
Teacher contrasts other instruments in the same way.
- (6) *Teacher uses "guessing games"* in which children guess which instrument they hear. Also they should tell which is higher, etc.
- (7) *Teacher often uses piano for wide difference* in pitch. Compare extremely high and low tones. (A reed organ may also be used for this pitch discrimination.)

- (8) *The Story of the Three Bears* has been found peculiarly effective in calling the attention of the children to differences of pitch. The teacher will find various ways to use this story. For instance, the teacher may be the father bear, a child (a good singer) the mother bear, and the child who is being helped the baby bear. The teacher will think of many variations.

Games catch the attention of all children and make for helpful competition. A good singer playing with one who is inattentive to pitch will help very much, but care should be taken that the good singer does not contract bad habits from the poor singer.

The Third Group

The children of the third group (those who still lack coordination of the vocal muscles) are harder to reach than the second, but after all do not present an impossible problem. To play with the other children in their "music games" is a great incentive. A few devices will suggest others for those children who still lack the coordination of the vocal muscles necessary to make the tone they hear.

- (1) *Child puts hand up as high as he thinks the tone is, thinking very hard, then sings "Bow-wow-wow" on that same tone.*
- (2) *Child moves hand up and down as teacher sings, then puts hand up high and sings what the "hand says to do."*
- (3) *Child marks on board up and down (one tone at a time) as teacher sings.*
- (4) *Child moves hand up and down while other children sing, but does not sing.*
- (5) *"Thinks tone that teacher sings." Sings "Meow" on it. "Does it sound like the high 'meow' that the teacher sang?"*
- (6) *Child goes to piano, plays a tone; thinks it; sings it. "Was it right?"*

Great concentration of thought is necessary to overcome the difficulties of the children of this group, and that is impossible at their age except for a moment at a time. These children must have individual instruction until they begin to improve.

The Monotone Who Does Not Readily Respond to These Devices

There are *very few* such children. A few special devices may be used to help the stubborn cases, but the teacher will be able to find those that suit the individual better than any general ones that can be suggested.

- (1) *Pinch the nose at the bridge: "Feel the tone buzz." (Vibrations are felt.) Sing "Nee-nee-nee."*
- (2) *Hold the hand on top of the head: "Feel the tone." Try to squeal like a very little mouse.*
- (3) *Hold the ear against the piano: Teacher plays a high, then a low tone. Child tells which is high. (He usually calls it "faster.")*
- (4) *Child strikes a gong: Sings sound it makes. (Usually feels the vibrations.)*
- (5) *Child builds a scale of blocks: Takes off top block, sings as each one is taken off. Trying helps to train the ear.*

Individual instruction is absolutely necessary for these children. They must always listen when the other children sing. (When they themselves sing with the others they get nothing, and they ruin the singing of the others.)

This is not intended to be an exhaustive treatise on this subject, but merely to suggest the infinite amount of work and play which may be used by the clever teacher to help her little children "find" their voices. These exercises are selected from a number which have proved their value through years of successful use. They are excellent for voice training, as well as for corrective measures.

Voice Training

All of the suggestions given above are excellent voice training studies and games. It is essential to insist upon a *high tone*, light in quality and easily sung. No heavy or loud singing should be allowed. There are many songs throughout the book which have refrains to be sung by "the monotones."¹ All "voice training" should be given in the spirit of play, and in connection with some activity which motivates the voice game.

VII. Teaching Kindergarten Children to Sing

Throughout the kindergarten and first grade the children should sing as many songs as they are able to learn. This of course will vary with different classes, and will vary also because of the differences in the abilities of the teachers. The idea that kindergarten children cannot learn to sing well even a few songs is as incorrect as the idea that all the songs of the daily routine must be sung by them. True, the children should learn as many as they can,

¹ The singing of aural observation songs with a neutral syllable is excellent for voice training. Children should be encouraged to sing by groups and individually.

and they should sing correctly those that they do sing. However, they should hear many more songs than they learn, and the teacher should be able to sing these songs to her class. Great differences in ability will be found in children from different sections of the same town, as well as in different classes of children in the same building. Early in the year the teacher will often have to sing to the children the very songs which later with the development of their singing powers they will be able to sing by themselves. Just as children learn to talk by hearing their parents speak, so they learn to sing by hearing the teacher sing.

Even though immediate results are not always apparent, these small children are acquiring the singing idea, and most of them will soon begin to sing not only the songs expected of them, but also those used by the teacher for enriching their listening experiences and for brightening the school day.

Music is here provided which suits the growing experiences of the children, following a natural outline of social life. The children are regarded as individuals, and the songs are particularly chosen with the thought that each child will make use of them to the extent of his desire and ability, at school and at home.

Another idea which is no longer accepted is that little children should learn the words of a song, as a poem, before learning to sing them to the melody. As a matter of experience, it has been found that this procedure produces "monotones" rather than singers.

No song should be taught to kindergarten children that is too difficult either in length, in vocabulary, voice requirement, melody-line, or rhythm. If the song is right in these respects, there is no reason why the children should not learn it easily. The difficulty of teaching songs to little children lies not with the children, but rather with the teacher herself, and with the songs which she tries to teach. If the teacher cannot sing well and if she does not know how to "catch" the singing voices of her children and apply them to song singing, the unfortunate children in her class will surely be deprived of the chance to learn to sing. And alas! if they do not learn to sing, they learn not to sing. Those who expect to teach kindergarten or first grade should study piano and singing, and should also make a study of the child voice.

VIII. How to Teach a Song to Kindergarten Children

When children first come to kindergarten, they have generally had little experience with music, but they have a natural rhythmic sense, to which the first appeals should be made. Beginning with the very first song, the teacher's singing should be so rhythmic that the children's natural reaction will take the form of some motion suggested by the spirit of the song. At first, the children will only listen, but after they begin to feel the rhythm, they will do what the music says; as, for instance, "rock the baby." Later the song with accompaniment is played on the piano, while the teacher and children move to its rhythm. For several days the teacher may play or sing the song in connection with some phase of class activity. These preliminary steps in the presentation of rote songs are especially important in the kindergarten or with beginners in the first grade. When the children show by their attitude that they are beginning to know the words and that they have entered into the spirit of the song, it will be the signal for teaching it to them.

Some Suggestions for Teaching the Song

The teacher sings, "Rock-a-Bye," page 2, while the children listen.

The children tell the teacher that the song is about rocking the baby to sleep.

The teacher sings the song again as rhythmically as she can, suggesting with her arms the motion of the mother rocking the baby.

The teacher sings the song and asks the children to rock the baby.

Later in the day, during a rest period, the teacher plays "Rock-a-Bye" on the piano.

Another Day:

The teacher hums "Rock-a-Bye," and asks the children what it is about.

The teacher plays it on the piano, or hums it again, and asks the children to show with their arms what the song says.

The teacher sings the song with words, while the children rock the baby.

The teacher plays or sings the song later in the day during a rest period.

Perhaps Another Day:

The teacher hums the song and asks the children to think the story.

When some of the children try to sing the song with her, she chooses the phrase best known (usually, of course, the first phrase), and asks the class to sing that phrase.

She may ask one child to sing what he knows, choosing a child who has tried to sing with her.

The teacher sings the phrase and all the children sing it with her. She then sings the entire song and the children who remember it sing with her. The children who do not remember the entire song sing as much as they can.

The teacher teaches those parts which the children do not sing well.

The teacher and the children sing the entire song.

A child who knows it sings the entire song.

The teacher and the children sing the entire song with accompaniment.

"Can you sing this Rock-a-Bye song to mother tonight? How about singing it to the baby? Who has a baby at home? Who knows a baby near by? Tomorrow we will see how many sang the song to mother and how many sang it to a baby!"

IX. When to Use the Piano with Singing

The piano should not be used by the teacher in teaching a song, but should be used in connection with a song in the following ways:

- (1) After the teacher has sung the song without accompaniment, in order to give the children a clear idea of the words and melody, she may then sing it with its accompaniment.
- (2) The teacher may play the song while the children listen, either to recall the song as something they have heard, or merely to suggest a mood.
- (3) The teacher may play the song while the children rest, not expecting any particular response or reaction from them.
- (4) After the song has been well learned by the children, the teacher may play the accompaniment while she and the children sing the song. (See directions and Type Lesson on Teaching a Rote Song.)

X. Songs to be Sung to the Children

(But not to be sung by them)

The statement was made above that the children should hear more songs than they are asked to sing, and that the teacher should be equipped vocally and musically to sing many songs beautifully to her class. These songs may be of several types:

- (1) Songs from The Music Hour which the children in her class have not the ability to sing, but which illustrate the topic being developed at the time.
- (2) Songs from The Music Hour which the children are not ready to sing at that time but which they will learn a little later.

- (3) Standard songs, some of which are listed below, which, like the standard pictures they see, will leave an impression of beauty in the minds of the children. This experience may be referred to or perhaps definitely used in some later year. Such songs become memories of beautiful music, sometimes to be recalled long afterward in some concert hall.

All the teacher's singing to the children should contribute decidedly to the background of music appreciation which is being built up for them. In some cases, records may be used to give the children the opportunity to hear certain songs as sung by artists. However, it is the teacher's own singing which makes the greater impression upon the children in the kindergarten.

LIST OF STANDARD SONGS

<i>Title</i>	<i>Composer</i>
Slumber Song	Mozart
Lullaby	Brahms
When Children Lay Them Down	Schumann
The Little Dustman	Brahms
Sweet and Low	Barnby
The Slumber Boat	Gaynor
When the Little Children Sleep	Reinecke
Butterfly	Schumann
Spring's Messenger	Schumann
The Star	Schumann
Greeting	Mendelssohn
Barnyard Song	Grieg
Jerushy	Gaynor
Salute to the Flag	Gaynor
The Cuckoo Clock	Grant-Schaefer
The Doll's Cradle Song	Reinecke
The Postillion	Taubert
French Nursery Songs, from "Chansons Vieilles" and "Chansons de France"	
Songs from "Art Song Cycles"	Miessner
Selections from "Songs of the Child World"	Riley and Gaynor

(A musical teacher will find other suitable song classics.)

XI. Teaching First Grade Children to Sing

First grade children who have not attended kindergarten are vocally much the same as kindergarten children. For the first few months the procedure suggested for the kindergarten is appropriate for these first grade children, and it may also be used during the first few weeks with children who have attended the kindergarten.

However, after the children have had the experiences outlined for the kindergarten year, they are ready for training that gives somewhat more definitely the phrase-structure of the songs that they learn. The following outline is suggested for use at a time when the teacher feels that the children are ready for this more advanced experience.

Teaching "My Baby-Bo," page 97

Teacher sings entire song as beautifully as she can. She discusses the words, so that all the children understand them.

Teacher sings song again. She asks children to tell meaning of the words by phrases.

Teacher sings entire song again, with "loo," and children sway arms.

Teacher sings first phrase with words.

Children sing first phrase with words.

Teacher sings second phrase with words.

Children sing second phrase with words.

Teacher sings first and second phrases with words.

Children sing first and second phrases with words.

Teacher sings third phrase with words.

Children sing third phrase with words.

Teacher sings fourth phrase with words.

Children sing fourth phrase with words.

Teacher sings third and fourth phrases with words.

Children sing third and fourth phrases with words.

Teacher and children try entire song.

Teacher goes back to first phrase and sings. Children imitate. The teacher will stop to drill on any figures that trouble the children. These phrases are a bit long, and probably will need to be divided for drill. As quickly as possible the teacher asks the children to sing the entire song alone.

"When you go home, sing the song to mother and the baby. Tomorrow we shall see whether you remember it. Be sure to sing it with a lovely tone when you sing it at home."

"Tomorrow I am going to let some of you sing the song all alone for us. Won't that be lovely?"

Outline for the Next Day's Lesson

Teacher hums "My Baby-Bo"; children recognize it. Teacher sings song with words; children move arms in rhythm.

Teacher sings song phrase-wise; children imitate.

Teacher and children sing entire song.

Children sing entire song, teacher not singing but leading with motion of her hand.

Teacher and children sing entire song with accompaniment, if possible.

Some of the individual children may sing with the accompaniment.

XII. Songs for Aural Observation

Many first grade classes will be ready by spring to begin a somewhat detailed study of tone relations as found in their little songs. These first steps are taken by studying a few rote songs in which the children listen for the repetition and contrast of phrases. The *so-fa* syllables may be taught by rote as desired. While often undertaken in the latter part of the first grade, some teachers prefer to postpone this study until the second grade, just before beginning the work of *The Music Hour, First Book*.

Games stimulate the interest of the children. The study of the song for aural observation in the hands of a clever teacher becomes an intensely interesting game. The procedure may be varied indefinitely.

At no time should the observation lessons become formal or mechanical. They should be given in the same spirit of play that has prevailed throughout the music lesson up to this point.

Songs appropriate for this type of work are called "Rote Songs for Aural Observation," and are given in this Book, Part Two, Section IX, page 167, for use in first grade classes where this type of study is introduced.

Teaching the Aural Observation Song

Teacher's General Aim

To call the attention of the children to phrase and tone relationships within the song.

Outlines of Procedure

There are many possible procedures for teaching Aural Observation Songs. Two are suggested here, though the experienced teacher will doubtless have discovered others which will attain the same objective.

Procedure One

Lesson One. Rote Presentation

The song, "Robin," page 167, is presented by rote exactly as the other rote songs have been taught.

Lesson Two. Neutral Syllables

NOTE. Singing with the neutral syllable should not be undertaken until the majority of the children can sing the song freely and easily with the words.

The teacher sings "Robin," page 167, with the neutral syllable, "loo."

The children recognize the song, without the words.

The children sing the familiar song with "loo."

"We have learned that we can remember a song by the music alone, without the words. We have also sung the song without using the words, playing the melody on our voices."

(This step presents little difficulty, and usually may be accomplished in only a few minutes.)

Lesson Three. Recognition of Phrase Repetition

Teacher's Aims:

- (a) To apply the children's listening experience to the "ear analysis" of the song, "Robin."
- (b) To lead the children to observe the phrase relationship in the song.
- (c) To lead the children to the conscious observation of phrase relationship as a basis for the study of other songs.

Situation:

- (a) The children have learned many songs by rote, phrase-wise.
- (b) They know the term "phrase" and understand its general meaning from their experience in learning rote songs.

Procedure

The teacher sings the song, "Robin," or hums, so as to recall the song to the children before they sing.

The teacher asks the children to sing the song with words as beautifully as they can.

The children do so.

The children then sing the song with "loo."

The teacher asks the children to sing the song again with "loo," and to watch what she does as they sing.

Children sing the song with "loo," and as they sing, the teacher indicates the phrases by marking curved lines on the board.

Children sing the song again, the teacher numbering the phrases as they sing.

Children discover that there are four phrases in the song. Teacher: "Let us sing the song again, you singing the first phrase, and I the second, you the third phrase, and I the fourth."

This is done, all singing with "loo."

At this point the lesson may be varied in a number of ways by singing phrases by alternate rows, different individuals, etc. The teacher may point to the phrase marks on the board or may have different children do so.

The teacher asks the children whether anyone noticed any phrases which sounded alike.

The children tell her that the first and third phrases are alike.

The children may be led to observe this fact in a great variety of ways.

Teacher: "I shall sing the song again, and ask you to see whether the second and fourth phrases sound just alike."

The children can soon be led to observe that the second and fourth phrases are almost alike, differing only at the end.

The teacher sings the first and second phrases, and asks the children about them.

The children discover that the first and second phrases are not alike.

Groups of children and individuals sing with "loo" as called for by the teacher.

"We have learned a number of things about the song. The song has four phrases; the first and third are alike; and the second and fourth are nearly alike. We have also learned to sing any phrase of the song."

Lesson Four. Teaching the so-fa Syllables

If the teacher feels that it is desirable in this grade to do so, she will now teach the *so-fa* syllables, just as she would teach another stanza to the song. She should call the attention of the children to the phrases by the following or some similar statement:

"Today we have found that when the phrases sound alike, the syllables are the same. In all our songs, phrases that are alike will be sung to the same syllables. Tomorrow we shall see who remembers the words and the syllables. Maybe one of you can point and sing, or possibly one of you may play teacher and point as the other children sing."

NOTE. Teaching of the *so-fa* syllables is done in many ways. Two principles stand out as important: first, that at some time early in his music training, the child should learn the syllables; and second, that the spirit of the music and the rhythmic flow of the phrase shall be preserved when singing by syllables.

Procedure Two

Lesson One. Aural Observation

Teacher's Aim:

To lead the children to discover, through listening, the phrase repetition and melody line of this song.

Situation:

- (a) The children have learned many songs by rote, phrase-wise. They know the term "phrase" and understand its general meaning from their experience in learning rote songs.

Procedure

Teacher sings the song, "Robin," page 167.

Children discuss words.

Teacher tells children that today they will play a new game. She will sing the song, and they will listen to find how many phrases there are.

Teacher sings the song.

Children discover that there are four phrases.

Teacher says that she will sing again, and asks children to find any phrases that sound alike. Perhaps someone will hear how the music moves up and down.

Teacher sings the song as many times as is necessary.

Children discover that there are four phrases; that the first and third phrases are alike; that the second and fourth phrases are nearly alike; that the song starts on a high tone and moves downward; that the song ends on a low tone; and that each phrase ends with a long tone.

Lesson Two. Rote Presentation

After the previous lesson the children will almost know the song. However, the teacher should not take this for granted, but should teach it as she would teach any rote song.

Lesson Three. Review of Phrase Study

Procedure

The teacher sings the song, "Robin," with "loo."

Children recognize the song.

Teacher recalls phrase repetition.

Teacher: "Let us sing the song again, you singing the first phrase, and I the second, you the third phrase, and I the fourth."

This is done, all singing with "loo."

At this point the lesson may be varied in a number of ways by singing phrases by alternate rows, different individuals, etc. The teacher may point to the phrase marks on the board or may have different children do so.

The teacher should use her ingenuity to make this lesson as interesting as possible to the children by presenting it in the spirit of a game. The lesson should end by singing the song with "loo," then with words.

Lesson Four. so-fa Syllables

If the teacher thinks it wise, she will at this point teach the *so-fa* syllables by rote, as she would teach another stanza to the song. Many teachers prefer to delay this step until the second grade.

XIII. Dramatization

The dramatic element of an activity is its most vivid quality in its appeal to children. Little children enter into any imaginative, or "make-believe," situation, carrying it on even beyond the point anticipated by the teacher. There should be many opportunities for this sort of expression, and the music offers an attractive means of participation in imaginative play.

So many of the songs of this book are adaptable to dramatic arrangement around some central story, that it is quite possible to make little informal plays for classroom use, and even to use these songs in the form of simple operettas.

Such little plays, or informal dramatizations, can be made by the children and the teacher without any

preliminary drill, and may be "worked out" as they progress. Given the freedom to use their imaginations, pupils of this age will use a slender rod as a wand, transforming a little girl at once into a most beautiful fairy queen. An aviator's cap will change a little boy into a flyer with the daring of an "ace." The other children will enter into these flights of fancy, often adding to the spirit and color of the portrayal. No stage properties are necessary but the children themselves will suggest how to use blocks, chairs, tables, and other pieces of furniture to heighten the effect of the play. For these classroom plays, the teacher and the children make the dialogue to fit the situations, and to suit their ideas and desires.

Several subjects are here suggested, with a short list of songs which may be used as a basis for making the dialogue.

A TROLLEY TRIP TO THE PARK

The Trolley Car	p. 41
The Traffic Light	p. 44
The Traffic Cop	p. 44
The Organ Man	p. 39
The Drum	p. 27
The Fire	p. 40
In the Park	p. 43
Pigeons	p. 6

A SHOPPING TRIP

The Candy Shop	p. 112
The Five and Ten Cent Store	p. 112
The Baker's Shop	p. 112
Bread and Cherries	p. 111
Buy	p. 42
The Balloon Man	p. 39

IN OUR CITY

The Trolley Car	p. 41
The Flagman	p. 40
The Postman	p. 42
The Busy Postman	p. 108
The Fountain	p. 43
In the Park	p. 43
The Carpenters	p. 44
Newsboy	p. 108
The Street Cleaner Man	p. 109
On the Way to School	p. 109
The Trolley Man	p. 110
On the Bus	p. 115

THE BIRD'S PARTY

(Use songs about birds and trees.)

THE TEA PARTY

The Invitation	"Who's at the Door" . . .	p. 8
	"The Postman" . . .	p. 42
Getting Ready	"The New Bonnet" . . .	p. 164
Going to Party	"Safety First" . . .	p. 11
At the Party	"At Tea" . . .	p. 9
	"Animal Crackers" . . .	p. 9
	"Politeness" . . .	p. 14
	"Friends for Tea" . . .	p. 101
Going Home	"The Motor Car" . . .	p. 116

These dramatizations should be very free and informal, and should bring the songs into a still closer relation to child life. Such plays may be used for additional motivation in learning the songs. The first-grade teacher who has dramatic flair will give her children experiences which will feed their imaginative life and afford them much pleasure.

XIV. Operettas

A second type of dramatization is illustrated by the following little operetta. The story procedure is outlined by the teacher, and the thought of the dialogue also. But the wording and arrangement of the dialogue should be free, so that the children need not use the same lines each time. For instance, "Oh goody!" might be changed by the child to "Oh good!" or to "Goody! Goody!" or to "That's great!" That he expresses the joy he feels is the essential thing.

The operetta "Going to the Circus" is offered as a suggestion to the teacher who can do this sort of dramatization with her little children. The action should never be formal or "set," but free and varying, according to the children's interpretation. "The best way" might be agreed upon finally before a public performance. But even then the children should be free to do and say what will best express their idea.

Many other operettas may be made from the material in the book. The beautiful fairy music suggests "A Visit to Fairyland," etc., etc.

GOING TO THE CIRCUS

(For First Grade — Last Half)

The Plot

The circus parade and the street boys following make the children eager to go to see the animals and all the sights. Mrs. Moore agrees to take her three boys and three of their little friends to the circus. She takes them in her motor car.

When they reach the tent, the balloon man is outside, and they each buy a balloon. The organ man is playing his hurdy-gurdy near by. A merry-go-round is also seen. The children enjoy all of them.

The band plays and it is time to go inside. The animals interest the children; one likes the monkey best, another the bear, another the elephant, another the ponies. One likes the circus folks. The parade is repeated inside the tent. At last it is time to go home.

Outside the tent the candy man is selling candy. A newsboy is there, too, selling papers. An airplane sails by. The children and Mrs. Moore get into the car and start for home. They see a traffic cop and a traffic light. When they arrive home, they play circus with father. The operetta closes at bed time.

The Characters

Mrs. Moore, the mother, who conducts the circus party
John, Benny, and Bub, Mrs. Moore's children
Betty, Nancy, and Peggy, friends of the Moore children
The Balloon Man
The Organ Man
The Merry-Go-Round Man
Manager of the Circus Parade
The Circus Folk
Monkey, Bear, Elephant, Ponies
Drummer and Orchestra, or Band
The Candy Man
Newsboy
Traffic Cop
Father (Mr. Moore)

This plan provides for about thirty children. There may be more or less.

Scene One

In the Moores' House

The Circus Parade is heard.

Benny: "Oh, mother, will you take us to the circus?"

John and Bub: "Oh, yes, mother!"

(The boys run to the window and watch the parade.)

THE STREET BOYS' PARADE, p. 22, is heard.

John: "Oh, see, the boys are all following the parade!"

Mrs. Moore: "Well, children, I think I must take you to the circus.

Would you like to invite Betty and Nancy and Peggy?"

Boys: "Oh, goody!"

Mrs. Moore: "You run and ask the girls if they can go, while I get out the car."

(Boys run off, and Mrs. Moore goes for the car.)

Scene Two

In the Car

The children come back and find mother in the car.

Sing: "The Auto," p. 41. (The stanza may be changed to:

"Climb into the auto.
We're off for the day
To see the big circus
And hear the band play.")

Children chatter freely, having a gay time.

Bub: "Mother, see the light! It is red."

All sing "The Traffic Light," p. 44 (also might sing "The Motor Car," p. 116).

Betty: "Here we are! Oh, see the balloons!"
(All get out of car.)

Scene Three

Outside the Tent

Balloon Man sings "The Balloon Man," p. 39.

All sing "The Balloon Man."

Mrs. Moore: "How do you do, Mr. Balloon Man! We all want balloons. Choose your colors, children."

(The children choose. Each has a gay balloon.)

Nancy: "Oh, I love to hear the organ man play. I'm going to give him a penny."

(Organ man plays, and then thanks the children for their pennies.)

All sing "The Organ Man," p. 39.

John: "The circus isn't open yet. Let's ride on the merry-go-round."

(The Merry-Go-Round Man takes their money.)

All sing "The Merry-Go-Round," p. 32.

Benny: "There's the band! Now we can go in."

All sing "Playing in the Band," p. 16.

Scene Four

Inside the Tent

The circus parades around the tent.

Play "The Circus Parade," p. 34.

Some children take the parts of bears, elephants, monkeys, ponies, circus folks, and the band.

Peggy: "I like the monkey." Peggy sings "The Monkey," p. 33 (or all may sing).

Bub: "I like bears best." Bub sings "The Bear," p. 29 (or all sing).

Play "The Bear," p. 29, while the bear dances. Children imitate.

Benny: "Here is the elephant! I like him best." Benny sings "The Elephant," p. 28. Play "The Elephant," p. 28. Children imitate the child who represents the elephant.
John: "The ponies are best, I think." John sings "My Pony," p. 32. Play "Happy Journey," p. 28. Children dramatize.
Nancy sings "At the Circus," p. 145.
All sing "At the Circus," p. 145.
Mrs. Moore: "Now we must go home. It is getting late. What a lovely time we have had!"
All go out.

Scene Five

On the Way Home

The Candy Man sings "Buy," p. 42.
Mrs. Moore: "Well, it is nearly supper time, but we'll buy some candy to eat for dessert."
Newsboy sings "Newsboy," p. 108.
Mrs. Moore: "Come, get into the car. We must hurry home."
John: "There's a traffic cop, mother."
All sing "The Traffic Cop," p. 44.
 (They are now going into their driveway.)
Bub: "Oh, dear! the circus is over, and I'm hungry. Oh, here's father!"
Father asks where they have all been.
The children tell him about the circus.
Bub: "Oh, father, let's play circus after supper!"
Finale: All come forward.
 Sing "Playing Circus," p. 17.
 Sing "Bed Time," p. 104.

XV. List of Correlating Recorded Music

The minimum list of records is organized in four units:
 K-I (Victor Unit E-21). Kindergarten and First Grade. (Correlating with The Music Hour in the Kindergarten and First Grade.)
 II-III (Victor Unit E-22). Second and Third Grades. (Correlating with the First and Second Books and the Elementary Teacher's Book.)
 IV-V (Victor Unit E-23). Fourth and Fifth Grades. (Correlating with the Third and Fourth Books and the Intermediate Teacher's Book.)
 VI (Victor Unit E-24). Sixth Grade. (Correlating with the Fifth Book and the Teacher's Guide for the Fifth Book.)

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4001	Home, Sweet Home (Harp) — Bishop Old Folks at Home (Harp) — Foster <i>Salvi</i>
19882	Gnomes — Reinhold, Dwarfs — Reinhold Fairies (Scherzo) — Schubert, Clowns — Midsummer Night's Dream — Mendelssohn <i>Victor Symphony Orchestra</i>
20153	1. Of a Tailor and a Bear — MacDowell 2. The Wild Horse- man — Schumann 1. Spinning Song — Kullak 2. The Little Hunters — Kullak <i>Victor Orchestra</i>
20162	1. Run, Run, Run — Concone 2. Jumping — Gurlitt 3. Running Game — Gurlitt 4. Air de Ballet — Jadassohn Waltzes Nos. 1, 2, and 9 — Brahms <i>Victor Orchestra</i>
20164	1. Badinage — Herbert 2. Legend of the Bells — Planquette 3. Humoresque — Dvořák 4. Scherzo from 3rd Symphony — Beethoven 1. Minuet — Paderewski 2. Gavotte — Popper 3. Min- uet — Beethoven 4. Omaha Indian Game Song — Kinsella <i>Victor Orchestra</i>
20169	Minuet in G — Paderewski Amaryllis — Ghys <i>Victor Concert Orchestra</i>
20174	1. Rock-a-bye Baby — Traditional 2. Sweet and Low — Barnby 3. Lullaby — Brahms 1. Adeste Fideles — Portugal 2. First Nowell — Tradi- tional 3. Nazareth — Gounod <i>Victor Concert Orchestra</i>
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20245	Anitra's Dance — Peer Gynt Suite — Grieg In the Hall of the Mountain King — Peer Gynt Suite — Grieg <i>Victor Symphony Orchestra</i>
20344	Wind Amongst the Trees (Flute) — Briccialdi At the Brook — Boisdoffe <i>Venetian Trio</i>
20399	1. Mirror Dance — Gounod 2. Elfenspiel — Kjerulf 3. The Witch — Tschaiakowsky 4. March of the Tin Soldiers — Tschaiakowsky 1. Knight of the Hobby-Horse — Schumann 2. The Clock — Kullak 3. Postilion — Godard 4. Peasants' Dance — Schytte <i>Victor Orchestra</i>
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20738	1. The Sandman — Grant-Schaefer 2. Spinning Song — Grant-Schaefer 1. Slumber Boat — Gaynor 2. The Top — Gaynor 3. The Fairies — Gaynor <i>Anna Howard</i>
20914	Marionnettes — Glazounow Persiflage — Francis <i>Victor Concert Orchestra</i>
21620	Hewett's Fancy — English Folk Dance Turn Around Me — Czecho-Slovak Folk Dance 2. Hansel and Gretel — Humperdinck <i>Victor Band</i>
21938	1. Waltz in A flat — Brahms 2. Stars of the Summer Night — Woodbury 3. Believe Me, If All Those Endear- ing Young Charms — Irish Air 1. Skaters' Waltz — Waldeufel 2. Minuet (Don Juan) — Mozart 3. Amaryllis — Gavotte — Ghys <i>Victor Symphony Orchestra</i>
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* See RCA Victor Company circular, "Units for Use with The Music Hour."

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